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Montana Teacher Education Program Standards

Board of Public Education

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Montana Board of Public Education
33 S. Last Chance Gulch
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BOARD OF PUBLIC EDUCATION

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Sub-Chapter 1

State Administrative Procedural Standards

10.58.101 ADVISORY GROUP (1) The board of public education shall appoint an advisory group, known as the certification review panel, to continuously review programs and implement the standards for state approval of teacher education programs leading to interstate reciprocity of teacher certification. Membership shall include professionals from all levels of education and other citizens concerned with teacher education. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.102 PROCESS LEADING TO APPROVAL OF TEACHER EDUCATION PROGRAMS (1) The board of public education shall adopt clear procedures for implementing the process of approving teacher education programs.

(2) The process leading to approval of teacher education programs shall be carried out by visiting teams appointed by the board of public education. These teams shall be broadly representative of the educational community. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493. Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.103 VISITATIONS (1) All teacher education programs shall be visited for approval every five years or upon request of an institution.

(2) Joint visitations and cooperation with other accrediting agencies will be encouraged. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.104 APPROVED PROGRAMS (1) The office of public instruction shall issue lists of institutions whose programs have met the board of public education's standards for teacher education. Pursuant to Section 20-4-121, MCA, these lists shall also include all programs accredited by regional and national accreditation agencies, with an identification of the accreditation agency. Each institution shall give this information to the office of public instruction no later than December 1 of each year. Lists shall indicate the programs approved and the initial and expiration dates of such approval. These lists shall be made available to institutions, school personnel offices, counselors, and others within the state upon request and as exchanges with education agencies in other states. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.105 OPTIONAL COMPLIANCE IS HEREBY REPEALED. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; REP, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 2

Organization and Administration of Teacher Education

10.58.201 PURPOSES AND OBJECTIVES (1) The catalogue of an institution offering teacher education shall include:

(a) each certification program offered;

(b) the grade span for which state approval has been granted;

(c) clearly stated objectives;

(d) the level at which programs are offered (basic and advanced); and

(e) the graduate programs offered for those preparing to serve as specific school services personnel.

(2) Teacher preparation programs shall consider the judgment of:

(a) faculty members

(b) students

(c) graduates

(d) lay citizens

(e) schools and

(f) professional education organizations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, MAR 1979 p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.202 ORGANIZATION (1) Out-of-state institutions offering teacher training programs in Montana shall meet criteria equivalent to those of Montana institutions:

(a) The control of the institution shall reside in a board of trustees or an otherwise designated board. The board's functions shall be to ensure that institution philosophies and policies will result in the best possible services to students and faculty and will ensure a sound educational program.

(i) There shall be clear evidence in the board's records that, in the discharge of its functions, it recognizes and fulfills its responsibility to teacher education.

(ii) Terms of office shall be arranged to provide desirable continuity within the board membership.

(b) Under the direction of a president or an otherwise designated chief administrative officer, adequate provision shall be made for competent personnel to perform all administrative functions affecting teacher education.

(i) An organizational chart of the institution shall be available, and evidence shall support the suitability of the organization for teacher education, the competency of the personnel, and the manner in which functions are performed.

(ii) Written policies shall show salary procedures, rank, tenure, group insurance, sabbatical leave, sick leave, retirement allowances, funding of inservice faculty development, and professional service by the faculty on a state, regional, or national basis.

(c) Financial resources for the accomplishment of announced purposes must be available, and current income for both public and private institutions must enable an institution to carry on its proposed work. In determining the financial condition of an institution, emphasis shall be given to the income available for teacher education purposes and the manner in which that income is expended.

(i) The institution shall operate on a budget prepared in accordance with sound financial and educational practices. It shall issue an annual financial statement that gives a clear and accurate picture of its financial status. The financial statement shall be audited by a qualified outside agency.

(ii) The institution shall provide financial reports that clearly reveal the relative expenditures for instruction, administration, maintenance, equipment, supplies, library, student activities, capital outlay, and debt service for the teacher education program as compared to other programs of the institution.

(iii) The financial records shall be kept in a form that allows the easy determination of the institution's economic status.

(d) Institutions which offer extended services, such as summer sessions, evening and weekend programs, off-campus extension or correspondence classes, or survey and consultant services, shall have the resources needed to conduct such services. The administrative and operational provisions established to assure the quality of such special services shall be available and shall indicate the extent to which these special services complement and/or relate to the regular program. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, MAR 1979 p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.203 STUDENT ADMISSION, RETENTION, AND EXIT POLICIES AND PRACTICES (1) The institution shall provide orderly methods for obtaining and maintaining information about admission to teacher education.

(2) Specific admission standards and procedures governing a student's acceptance into the regular teacher education program shall be published (including the time and, if possible, alternative times for admission). Specific admission requirements shall be included in the descriptions of experimental or special programs.

(3) The institution shall have a well-developed plan for the evaluation of student performance in its teacher education program. Measures of academic ability, observation by faculty (in courses, laboratories, and field experiences), and other modes of appraisal shall be used to assess specific strengths and weaknesses of students, their retention status within the teacher education program, and their readiness to assume the professional role for which they are being prepared.

(4) The institution shall have well-defined evaluation procedures to assess the quality of its graduates when they have completed their preservice programs and have applied for a recommendation to become certified. Students must show increased human sensitivity including multicultural awareness, specified levels of competence in teaching skills and related knowledge, competence in teaching reading skills in each specific content area, and other predetermined qualifications as a basis for an institutional recommendation for entry into the profession. Students shall be apprised of such evaluation procedures and qualifications. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.204 STUDENT PERSONNEL SERVICES (1) The institution shall have a well-organized, ongoing student counseling program with a placement service that effectively assists graduates in finding positions.

(2) The institution shall provide students with written descriptions of its student personnel services and how they can use these services.

(3) The institution shall provide for the appointment of a faculty advisor for each student admitted to teacher education. The faculty advisor shall have a thorough understanding of the preparation program to be followed by each advisee.

(4) The institution shall collect and maintain current data on teacher supply and demand, which shall be used by all faculty assigned to advise students.

(5) The institution shall have a system that maintains permanent cumulative records for each student enrolled. The student records shall be legible and intelligible transcripts that give information such as course titles, credits or the equivalent (waivers, substitutions, etc.), and degrees. The cumulative record shall also include a description of all professional laboratory experiences.

(6) The institution shall periodically survey its graduates in teacher education in order to gather data on the effectiveness of its student personnel services. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.205 STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION (1) The institution shall provide evidence that students have been involved in program development and evaluation and that joint student-faculty committees have been active in these matters.

(2) The institution shall provide evidence that there are clear channels and opportunities for all students to express their views. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.206 FACULTY (1) The institution shall provide evidence that faculty members in professional education, whether working in a school or in higher education, have had specific preparation for their roles in teacher education.

(2) The institution shall provide evidence that faculty members who teach courses in various disciplines are involved in program development and are well informed about how these disciplines are currently practiced in elementary and secondary schools.

(3) The institution shall provide evidence of faculty experience and participation in professional activities such as curriculum improvement, research, writing, and travel for educational purposes. The institution shall also provide evidence that faculty members are growing professionally through these experiences, as well as through participation in activities closely related to their instructional assignments.

(4) The institution shall provide evidence that its policies of personnel selection, retention, and promotion are effectively providing competent and professional faculty members.

(5) The institution shall have provisions for the use of part-time or adjunct faculty as needed. Such part-time faculty shall meet all of the institution's criteria on academic preparation, experience, and scholarly performance that apply to the appointment of full-time faculty. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.207 INSTRUCTION (1) The institution shall provide evidence that its faculty uses a variety of instructional procedures which contribute to the student's preparation for teaching. Class discussions, work in large and small groups, lectures, laboratory work, and the use of teacher aides, and variety of media are examples.

(2) The institution shall collect and use information about the degree to which it has attained its goals in preparing professional school personnel. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.208 FACILITIES AND INSTRUCTIONAL MATERIALS (1) An institution shall have a physical plant designed to serve its defined purposes for teacher education. The physical facilities shall also provide for the safety, health, cultural, social, and recreational needs of students and faculty.

(2) As the institution's principle materials resource, the library shall be used for instructional research and other services that support the teacher education program, including books and other materials of a multicultural nature. Administrative procedures and equipment shall conform to accepted

modern practices, including cataloguing methods, arrangement of print and nonprint materials, availability of student and faculty stations, and accessibility of materials and facilities. The library shall be administered by a professional librarian.

(3) The institution shall provide laboratories and laboratory supplies and equipment needed for instructional purposes for each teacher education program offered, such as shops and shop equipment; resource materials for multicultural education; specialized equipment for the biological, earth, and physical sciences; specialized equipment for psychological, sociological, and child development sciences; specialized furniture, equipment, and supplies for music and art; gymnasiums and outdoor areas for physical education; equipment for business education; facilities, equipment, and supplies for home economics; and demonstration laboratories and classrooms for agriculture. Space and equipment shall be available for conducting and recording experiences such as micro-teaching, role-playing, and other simulated activities.

(4) The institution shall make teaching-learning materials and equipment available to students and faculty. It shall give technical instruction in the use of the equipment, in the production and uses of teaching-learning materials, and in the classification and preservation of such materials.

(5) The institution shall demonstrate its commitment to the improvement of instruction by developing and following a plan for the use of educational media and technology.

(6) The institution shall maintain an instructional materials laboratory or center either as a part of its library or as one or more separate units. It shall be open to students and directed by a faculty member well informed about the various instructional materials and media used at different grade levels. This laboratory shall include a wide array of books commonly used in elementary and secondary schools; teaching aids such as maps, charts, pictures, filmstrips, films, video and audio recordings, computers and computer software; various patterns, courses of study, and teaching units; and shall include books, teaching aids, materials, and teaching units of a multicultural nature. There shall be workshop facilities for preparing new curriculum materials, with access to electronic, photographic, and other equipment. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.209 SCHOOL-INSTITUTION RELATIONSHIPS (1) Definitions and requirements that affect working relationships between elementary and secondary schools and institutions shall be explicit, clear, and well-publicized. Officials of both entities shall be certain that all programs are operated within all existing regulations.

(2) Student teaching through cooperative programs in selected schools shall have well-planned curricula, the necessary teaching materials, professional staff, and provisions for supervision by the institutional faculty. The programs shall cover both academic subject and education areas and shall offer any special preparation needed by supervisors from the school or institution.

(3) Mutual agreements between schools and institutions shall include:

(a) descriptions of activities, services, and compensation;

(b) descriptions of roles and responsibilities;

(c) provisions for solving problems and for the ongoing coordination of activities; and

(d) means for revising arrangements as needs and conditions change.

(4) In addition to their specific instructional and supervisory functions, all institutions and schools that provide laboratory experiences for prospective teachers shall establish adequate channels and offices for efficient operation and communication. Each school and institution shall have an identifiable coordinator who coordinates all student teaching contacts, operations, and activities for his/her institution, both prior to and during the student teaching, internship, or apprenticeship. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 3

Curriculum Principles and Standards: Basic Programs

10.58.301 CURRICULUM PLANNING AND DEVELOPMENT

(1) A designated administrative unit at the preparing institution shall coordinate responsibilities for ongoing curriculum development, evaluation, and revision, and for student advisement and program guidance. This unit shall recommend students to the office of public instruction for certification approval.

(2) The development of curricula for the various teacher education programs shall enlist the cooperation and participation of representatives of:

(a) the public schools

(b) college and university teachers in fields related to the area of public school specialization

(c) the office of public instruction

(d) professional associations

(e) professional committees and commissions and

(f) teacher education students.

(3) A teacher preparation curriculum shall be planned for each area of specialization. The plan shall include:

(a) general education designed to prepare students for purposeful and responsible living as individuals and citizens;

(b) appropriate content and experience in the specialization area that relate to and give background for teaching service in public schools; and

(c) the sequence in basic professional education designed to prepare students for roles as public school teachers.

(4) The curriculum shall be designed to develop the students' unique interests and capabilities through a system of academic guidance and electives.

(5) The institution's graduate follow-up system shall take into account the adequacy of the teacher education curriculum in preparing competent teachers. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.302 GENERAL EDUCATION (1) General education refers to studies known as basic skills, multicultural education and liberal arts. Liberal arts are those studies that embrace the broad areas of the humanities, mathematics, the biological and physical sciences, and the social and behavioral sciences.

(a) The elements of the institution's general education program shall:

(i) stimulate scholarship that promotes understanding of concepts not now extant and helps prepare people for rapid adjustment to change;

(ii) foster individual fulfillment and nurture the development of free, rational, and responsible adults;

(iii) cultivate appreciation for the values associated with life in a free society and with responsible citizenship;

(iv) develop intellectually competent, imaginative, and vigorous leaders;

(v) contribute to and give direction for the use of professional knowledge;

(vi) encourage discernment in the examination of the values inherent in the variety of American ethnic cultures and in foreign cultures to the end that a clearer understanding of other peoples will reduce local, national, and international tensions.

(b) General education shall be emphasized in the first two years of higher education, extended throughout the baccalaureate program, and continued in diminishing proportions into graduate study.

(c) A sequential general education program shall help the student attain an understanding and appreciation of:

(i) language skills (see ARM 10.58.521) as essential tools in communication;

(ii) world literature with emphasis on, but not limited to, the writings of English and American authors;

(iii) aesthetic values in human experience expressed

through the fine arts;

(iv) social, geographic, political, and economic conditions and their impacts on current national and world problems;

(v) contemporary world culture;

(vi) America's pluralistic culture and heritage;

(vii) growth and development of the United States as a nation and its place in world affairs; and

(viii) principles of physical and mental health as they apply to the individual and to the community.

(2) All teaching areas shall include content and experiences that contribute to knowledge and behavior in the specific teaching areas as well as an understanding of the variety of developments made by different cultural groups within and outside the United States. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.303 PROFESSIONAL EDUCATION (1) Professional education refers to those studies which include the foundations of education and the methods and materials of teaching, with supervised laboratory experiences designed to provide competencies required in the education professions.

(a) Each institution shall have a clear set of objectives for the professional education component of its teacher education program.

(b) The professional education component shall encourage individualization of the student's program while providing a range of studies and experiences that help the student develop:

(i) knowledge of the process of human growth, development, and learning, and the ability to apply this knowledge to the teaching of all students, including atypical children;

(ii) knowledge of current research, methods, materials, standardized tests, curriculum development, procedures, and media and technology appropriate to teaching. Emphasis shall be in the student's field(s) of specialization;

(iii) awareness of the impact of computers on society and the ability to incorporate the use of computers into the instructional process in the student's field(s) of specialization;

(iv) ability to teach effectively, work ethically and constructively with pupils, and articulate the nature and purposes of the curricula to professional peers, teachers, administrators, parents, and other concerned persons and organizations;

(v) understanding of the foundations underlying the development and organization of education in the United States;

(vi) understanding of all education aspects of the school, including its purposes, administrative organization, finance aspects, board functions, and operations;

(vii) ability and willingness to analyze teaching so that teaching skills continually improve;

(viii) ability to teach thinking, listening, speaking, reading, and writing skills appropriate to the student level and the content of the field(s) of specialization, including:

(A) knowledge and use of the diagnostic techniques used to teach reading and writing in the content areas;

(B) knowledge of criteria used to select instructional materials and the application of the instructional techniques used to teach reading and writing for the content areas;

(C) knowledge of and ability to integrate study skills instruction into the content areas;

(D) ability to provide opportunities for the practical application of reading and writing in the content areas;

(ix) knowledge of the legal aspects of teaching in Montana school; professional ethics, conduct, rights and responsibilities; and the structure and financial basis of the Montana school system.

(c) The program shall provide experiences which will lead the preparing teacher to develop human qualities that enhance pupil learning. Those qualities include but are not restricted to:

(i) personal self-esteem and confidence;

(ii) open attitudes for evaluating practices which affect social groups;

(iii) knowledge, humaneness, and sensitivity which reduce conflict and tension and promote constructive interactions among people of differing economic, social, racial, ethnic, and religious background; and

(iv) respect for the worth of all students, their language and desires, and their individual uniqueness.

(d) The professional education component shall include a comprehensive program of carefully designed basic experiences in a variety of relevant settings. These experiences shall include a wide range of laboratory, clinical, and practicum experiences with school-age youth.

(e) Student teaching or other major practicums shall be designed both as growth experiences and as opportunities to evaluate a student's potential for teaching, including his or her commitment to teaching, skill in guiding learning in interpersonal relations, and growth as a professional in teaching.

(f) In the approval of teacher education programs, the following statements shall be used for evaluating student teaching programs. These statements are not all-inclusive, but represent minimums. Teacher education institutions are encouraged to develop student teaching programs of a quality superior to that implied:

(i) Student teaching shall be permitted only after a professional review of the student's record indicates that competence in the professional education component, performance in previous professional experiences, and personal characteristics directly related to the student's ability to function in a classroom setting qualify that student for the responsibility of student teaching.

(ii) Student teaching shall be a comprehensive experience with expanding responsibilities in the full range of teacher activities in a school situation.

(iii) Student teaching shall provide intensive and continuous involvement. The length of student teaching shall depend upon the performance of the student teacher and shall continue until the program's objectives have been achieved or until the student has been screened from the program.

(iv) The cooperating school or school system shall be chosen by the institution on the basis of the administrators' and staff members' commitment to the student teaching program.

(v) Cooperating teachers shall be selected jointly by school and institutional personnel. In addition to being certified and experienced in the area of assignment, the cooperating teachers shall have a good performance record, show continued professional growth, and have the temperament to work with student teachers assigned to them. The participation of a qualified cooperating teacher shall be determined by two professional criteria:

(A) the level of support for pupil learning shall remain as high or higher than if the student teachers were not so assigned, and

(B) the teacher can feel comfortable and confident in providing an effective, supportive learning climate.

(vi) The institution shall ensure adequate supervision of student teachers, and this policy shall be in writing.

(vii) The institution shall study and develop ways to effectively administer and supervise student teaching programs that best use the resources of the institutional supervisor, cooperating teacher, and student. Where the institutional supervisor functions as a generalist, the institution and school shall assure that expertise in content and methodology in the subject area is available to the student. All institutions shall study possible alternatives for administering and supervising student teaching, including the use of clinical professors.

(viii) Institutions and schools shall make cooperative, detailed studies of roles and responsibilities and use them to determine the strengths and weaknesses of supervision and to continually upgrade the skills of all personnel involved. Institutional supervisors shall have equal status with other faculty. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 4

Teaching Areas: General Standards

10.58.401 FIELDS OF SPECIALIZATION (1) All programs that prepare teachers in fields of specialization shall be designed to meet general standards identified by the institution's

faculty. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.402 DEVELOPMENT OF TEACHER EDUCATION PROGRAM (1) Each institution shall develop its teacher education program within the certification policies of the board of public education. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.403 STATEMENT OF PURPOSE AND OBJECTIVES (1) Each teaching area or field of specialization shall be built upon a statement of the purpose and objectives of teaching in an area of the public school curriculum. That statement shall:

(a) include a well-formulated statement of the nature of the public school program needed to accomplish the purpose and objectives;

(b) be prepared by the faculty concerned with teacher education;

(c) be based on analyses of current practices and recommendations of the professional organizations representing that field of the public school curriculum; and

(d) be available in writing. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.404 STATEMENT OF SKILLS (1) Each teaching area or field of specialization shall be built on a statement of the skills that teachers need in that area of the public school curriculum. That statement shall:

(a) include the attitudes, knowledge, understandings, abilities, and degree of expertise required for a beginning teacher;

(b) be based upon the statement of purpose and objectives developed in 10.58.403; and

(c) be available in writing. (Auth: Sec. 20-2-115, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.405 PROGRAM OF STUDY (1) The program of study for the teaching area or field of specialization shall:

(a) constitute minimum requirements for teaching in the field of specialization, with courses and content chosen for their relevance to the public school curriculum and in response to the careful study of individual needs, abilities, and objectives of the preparing teacher;

(b) be broadly conceived but include a thorough study of the teaching area's subject-matter as it is included in the public school curriculum;

(c) take into account the sequential nature of the knowledge and skills needed to assure maximum continuity in the achievement of the program's objectives;

(d) provide preparing teachers with a comprehension of the aspects of study that they will meet in subsequent courses in their field of study;

(e) include work in fields related to the teaching area; and

(f) provide a schedule for adequately implementing the planned program of courses, including appropriate field and laboratory experiences. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.406 PROGRAM EVALUATION (1) Each teaching area or field of specialization shall have a system of evaluation procedures that determine the degree of the student's attainment of teaching skills. These evaluation procedures shall serve as the basis for recommending the teacher candidate for the appropriate certificate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.407 PROGRAM SUPPORT (1) Each teaching area or field of specialization shall be supported by plant, facilities, equipment, library, and media resources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.408 STAFF (1) Each teaching area or field of specialization shall be staffed by faculty members who are well-qualified by graduate training and experience in the particular public school curriculum area. Staff also shall be sensitive to the needs of public school teachers. (History: Sec. 20-1-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 5

Teaching Areas: Specific Standards

10.58.501 GENERAL REQUIREMENTS (1) Each teaching area or field of specialization shall consist of a carefully-planned program of courses and experiences. The program shall be designed to produce the skills the faculty identifies as necessary for successful teaching at the appropriate grade levels (elementary, secondary, or K-12). (History: Sec. 20-1-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.502 AGRICULTURE For the prospective teacher the program shall:

(1) assure that practical farm or other agricultural experience is part of the program requirements leading to certification;

(2) provide study of the biological, physical, and applied sciences as they relate to practical solutions of agricultural problems;

(3) provide study of the essentials of production agriculture and the breadth of the technical agricultural industry;

(4) provide basic knowledge in areas such as:

(a) plant science and technology

(b) animal science and technology

(c) agricultural business management and technology

(d) agricultural mechanics science and technology;

(5) provide study of the following occupational areas:

(a) agricultural production and marketing

(b) agricultural equipment and supplies

(c) agricultural products

(d) natural resource management

(e) environmental development;

(6) enable the preparing teacher to use agricultural youth organizations as a means to teach leadership skills through speech, parliamentary procedures, and cooperative group efforts; and

(7) provide studies and experiences which enable the preparing teacher to perform the appropriate occupational skills while working with pupils and adults in agricultural instructional areas. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.503 ART K-12 For the prospective teacher the program shall:

(1) enable the prospective teacher to acquire knowledge, understanding, and appreciation of art in contemporary and past cultures and understand the relationship of art to the culture in which it was produced and its influence on subsequent cultures;

(2) develop an understanding of philosophical, social, and aesthetic aspects of art and the contributions art makes to individuals and society;

(3) develop the prospective teacher's understanding of a wide variety of two- and three-dimensional works of art, including the ability to perceive, describe, interpret, and evaluate his/her own work and the works of others;

(4) develop the ability to produce original and expressive art forms in a variety of media while participating in studio experiences that broaden the prospective teacher's personal and professional abilities;

(5) develop skills in the following:

(a) perception -- the ability to exercise and refine fundamental and discriminating sensory intake;

(b) organization -- the ability to value and understand information that is manifest in art forms;

(c) creation -- an ability to produce or create original, expressive art from a variety of media;

(d) reflection/action -- the ability to respond to art, enjoy and appreciate it, and assimilate its meaning and presence into an individual lifestyle that strengthens society;

(6) provide training in the development of art education curricula for all grades that assure pupil development and competence in a wide variety of art activities and media;

(7) provide the knowledge and skills to organize, plan, administer, and evaluate art education and curricula;

(8) develop beginning abilities as an artist, with emphasis on basic concepts and skills;

(9) develop an understanding of the technological and safety aspects of studio work, including materials, tools, and classroom design;

(10) develop an understanding of the developmental levels of children in picture-making as they relate to current psychological studies;

(11) develop the skills to serve as a resource for educational and vocational counseling in art and related fields; and

(12) develop an understanding and appreciation of related areas such as dance, film, music, literature, theater and applied arts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.504 BUSINESS EDUCATION For the prospective teacher the program shall provide:

(1) knowledge of our economic system, business organization, and the philosophy and objectives of vocational education and occupational technology;

(2) experiences and studies which develop the skills to:

(a) plan, organize, and administer a program which includes work experiences;

(b) develop and understand concepts and operation of automated data processing systems and equipment;

(c) plan laboratory facilities and equipment;

(d) develop a knowledge of job requirements and opportunities in business and related fields;

(e) develop the ability to operate and maintain the more common types of office equipment;

(f) plan, organize, and advise a student business organization; and

(g) develop and understand concepts and operation of automated word/information processing systems and equipment;

(3) a study of meaningful survey activities (e.g., surveys of business offices and follow-up studies of secondary school graduates) to enable teachers to offer current job-related information to their students;

(4) satisfactory occupational experience in one or more businesses and/or other occupations;

(5) studies and experiences which develop competencies in teaching disadvantaged and handicapped persons;

(6) an understanding of career opportunities in business and office occupations;

(7) the ability to teach clerical office occupations combined with intensive training in accounting skills; secretarial and related occupations that combine the intensive development of secretarial and communication skills with some preparation in accounting skills;

(8) proficiency in typewriting/keyboarding and related office skills;

(9) an understanding of various office procedures;

(10) an understanding of the theories and skills of accounting; and

(11) development of skills in the art and techniques involved in recording, analyzing, classifying, and interpreting data. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.505 BUSINESS EDUCATION WITH SHORTHAND - SECRETARIAL OCCUPATIONS Section 10.58.504 is applicable. In addition, for the prospective teacher the program shall:

(1) develop proficiency in basic secretarial and related office skills; and

(2) develop an understanding of various secretarial procedures and their relationships to job opportunities in the business world. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.506 DISTRIBUTIVE EDUCATION For the prospective teacher the program shall:

(1) develop competence in teaching, services, coordination, research, and leadership in purchasing, marketing, merchandising, and management;

(2) provide experiences that develop competence in data processing, business law, accounting/bookkeeping, general business, business math and business machines;

(3) provide experiences and include studies which develop the skills to:

(a) plan, develop, and administer a comprehensive program of distributive education for both high school and adult students;

(b) organize and use a wide variety of methods and techniques for teaching youth and adults;

(c) conduct learning experiences for students with a broad array of abilities and career objectives recognizing and responding to individual differences in students;

(4) provide for a variety of occupational work experiences; and

(5) provide experiences that develop a knowledge of and involvement in distributive education organizations. (History:

Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.507 DRAMA For the prospective teacher the program shall:

(1) provide a knowledge of theater as a social and aesthetic experience and a reflection of culture, including a broad view of the history of theater and acquaintance with representative plays of past and present;

(2) develop the ability to direct a theatrical production with artistic integrity, including selection, analysis, casting, rehearsal, performance, supervision, and all other elements of direction;

(3) provide a knowledge of basic oral communication and acting skills and techniques that promote, stimulate, and guide the efforts of the individual as well as the interpreting group, in a creative dramatic context or in a theatrical production;

(4) develop the ability to manage the technical requirements of a theatrical production by effectively planning and executing scenery, lights, make-up, sound, properties, costumes, and special effects;

(5) develop the ability to evaluate the production or activity and to modify and adapt future goals and objectives in light of achievements as well as deficiencies;

(6) provide an understanding of the function of theater in the school at all grade levels and the place of theater in everyday life;

(7) develop the ability to design and provide environments conducive to the development of individual creativity;

(8) provide a knowledge of the methods for teaching theater, content and organization of coursework, the development of individual units of study, and the evaluation of student achievement and potential at various grade levels;

(9) develop the ability to organize an academic or non-academic production or program, including audience services within the context of school time, facilities, and monies, and to augment existing facilities and materials in an order of significant priority;

(10) develop the ability to promote and publicize an activity or production in order to gain the attention and support of the school and community and encourage appreciation of theater in school and community audiences;

(11) develop the ability to serve as a school's resource person in the development of facilities, preparation of classroom projects, assembly programs, or any activity in which elements of theater are found;

(12) develop the ability to assist in the organization of a progressively planned and comprehensive theater and/or other fine arts curriculum which includes experiences in music, film,

literature, art, dance, and theater as they relate to elementary through high school students and to theater as a synthesis of the arts; and

(13) develop the ability to disseminate accurate information and to be a resource for educational and vocational counseling in theater arts and related fields. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.508 ELEMENTARY For the prospective teacher the program shall:

(1) provide knowledge of child growth and development and of the social, emotional, physical and health characteristics and needs of children at the primary, intermediate, and middle school/junior high school levels;

(2) include studies and experiences in the sociological and the behavioral sciences which emphasize the relation of children to their environment;

(3) provide sufficient preparation for competence in the subject areas normally found in the elementary school curriculum, including:

(a) art

(b) health

(c) music

(d) social studies

(e) language arts--specifically, the development of instructional competence in teaching methods and the use of materials that promote effective pupil use of the sequentially-developed language arts skills which include thinking, listening, speaking, reading, and writing. Competencies shall include but are not restricted to the following:

(i) knowledge of prerequisite readiness skills at all levels and the ability to assess and teach them;

(ii) ability to apply techniques for teaching basic reading skills in the areas of vocabulary development, comprehension, word attack, and study skills;

(iii) knowledge of the scope and sequence of an elementary language arts curriculum, including thinking, listening, speaking, reading and writing;

(iv) ability to use formal and informal assessment techniques to assist in diagnosis and prescription of individual needs;

(v) knowledge of a variety of instructional approaches to all the language arts skills and the ability to apply them to individual learning needs;

(vi) ability to use special materials and strategies that assist students with differing cultural or language backgrounds;

(vii) ability to use criteria to evaluate and select appropriate materials and strategies for teaching thinking, listening, speaking, reading, and writing in the content areas;

(viii) ability to use materials and practices that en-

courage independent and broad-based reading through children's literature; and

(ix) ability to use strategies and materials to educate students in becoming more efficient and analytical viewers;

(f) mathematics--specifically, the competence to:

(i) understand mathematics substantially beyond that which the teacher may be expected to teach;

(ii) identify, develop, and solve problems that are related to the pupil's environment and involve the mathematical concepts and principles usually taught in the K-8 curriculum;

(iii) identify and use problem-solving strategies appropriate to the K-8 curriculum;

(iv) illustrate prenumeration concepts (attributes, classification, ordering, patterns, and sets);

(v) illustrate and explain number and numeration concepts (cardinal and ordinal numbers, place value);

(vi) explain the concepts of whole numbers, integers, rationals, fractions, including decimals and reals, ratio, proportion, and percentage, using models appropriate to the K-8 curriculum;

(vii) develop and explain why the usual algorithms work for the four basic operations with whole numbers and illustrate these operations, using models and thinking strategies appropriate to the K-8 curriculum;

(viii) relate the properties of the real number system to the basic algorithms and to their use in problem-solving;

(ix) recognize alternate algorithms for the basic operations and explain them, using appropriate models or properties of the number system;

(x) use estimation whenever appropriate, in particular to pose and select alternatives concerning reasonable responses;

(xi) solve simple problems involving the reporting of data (measure of central tendency, dispersion, graphs, expectation, and prediction);

(xii) use calculators and computers appropriately in problem-solving and in exploring and developing mathematical concepts;

(xiii) employ the fundamental concepts of computer programming;

(xiv) model the process of mathematical discovery (conjecture, testing, refinement, more testing, and final statement of result);

(xv) relate examples in the pupil's environment to mathematics;

(xvi) develop basic planar and spatial relationships (parallelism, perpendicularity, etc.) and model them with examples from the pupil's environment;

(xvii) use standard and nonstandard units in measuring length, perimeter, area, capacity, volume, mass, weight, angle, time, and temperature;

(xviii) design classroom experiences illustrating the

geometric and measurement concepts appropriate to the various grade levels;

(xvix) use mathematical terminology and symbolism appropriately while working with the K-8 curriculum;

(xx) recognize and construct consistent and logical arguments appropriate to the pupil level;

(xxi) solve simple problems in two- and three-dimensional geometry involving parallelism, perpendicularity, congruence, similarity, translation, reflection, rotation, symmetry, incidence, perimeter, area, and volume;

(xxii) explain and solve problems involving the development, analysis, and practice of algebraic and geometric relationships found in the K-8 curriculum;

(xxiii) employ concepts related to functions and graphs in the K-8 curriculum;

(xxiv) describe the historical and cultural development of the main mathematical concepts and principles usually taught in the K-8 curriculum; and

(xxv) identify resource materials (such as manipulatives, games, kits, films, computer software, video tapes, periodicals, and books) that may be used to develop concepts and to generate enthusiasm for mathematics in pupils of these grades;

(g) physical education--specifically, the competence to:

(i) develop the body of knowledge involved in human movement and its application to various skill/development levels;

(ii) develop positive feelings toward the values of and attitudes about movement; and

(iii) develop basic movement patterns including locomotor, nonlocomotor, manipulative, spatial awareness, gymnastics, rhythms, games, and physical fitness;

(h) science--specifically, the competence to:

(i) provide a comprehensive knowledge of science appropriate for children in the elementary grades and teacher competence in developing children's sensitivity to and appreciation of the importance of general literacy in a scientific and technological society;

(ii) use methods and materials that promote effective pupil skills in elementary school laboratory science; and

(iii) provide specific experiences in laboratory science, in each of the areas of life science, earth science, and physical science.

(i) traffic and safety education--specifically, the competence to:

(i) provide a comprehensive knowledge of traffic and safety education, including bicycle and pedestrian safety, passenger and pupil transportation safety, basic first aid, disaster preparedness, fire safety principles and exit drills, and water, home, and recreational safety;

(4) develop instructional competence in the use of methods and materials that promote effective pupil skills in the subject areas normally found in the elementary school curriculum;

(5) provide a comprehensive knowledge of literature appropriate for children in the elementary grades and provide teacher competence in developing children's sensitivity to and enthusiasm for literature;

(6) develop knowledge and understanding of the techniques involved in individual instruction, team teaching, and various methods of grouping within a self-contained classroom;

(7) adequately prepare the pre-teacher for teaching atypical children; and

(8) develop skills in the diagnosis, prescription, and correction of learning difficulties of elementary school children. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.509 ENGLISH For the prospective teacher the program shall:

(1) provide knowledge of language including:

(a) the structure, history, and grammars of the English language;

(b) the processes by which individuals acquire, understand, and use language;

(c) the influence of social, regional, economic, and cultural factors on language variations and use;

(2) provide knowledge of composition including:

(a) the linguistic, rhetorical, and stylistic concepts that influence the substance and structure of oral and written discourse;

(b) the processes and criteria by which oral and written discourse can be evaluated;

(c) the development of individuals' oral and written language abilities;

(3) provide knowledge of an extensive body of literature, including:

(a) American, English, world, nonwestern, and contemporary literature, literature by women and multicultural groups, and literature for children and adolescents;

(b) approaches to literary analysis and criticism as well as varied ways to respond to, discuss, understand and evaluate literature;

(4) provide knowledge of the processes involved in thinking, listening, speaking, reading, writing and viewing for a variety of purposes and in a variety of formats;

(5) provide knowledge about the nature, function, and structure of nonprint and nonverbal media and their relationship to print and verbal expression;

(6) provide knowledge of English curricula including:

(a) the development, implementation, and evaluation of curricula;

(b) the procedures used to design English curricula for students of different ages, abilities, and linguistic and cultural backgrounds;

(c) the selection, evaluation, and use of instructional resources and materials, including nonprint media and computer software;

(d) the communication of curriculum objectives to colleagues, parents, and the public;

(7) develop the ability to identify, assess, evaluate, and interpret student progress in thinking, listening, speaking, reading, and writing in a variety of communicative contexts and purposes;

(8) develop the ability to help students improve their skills in using and responding to language, including:

(a) designing contexts in which students have a purpose for creating, improving, and evaluating their own and other's oral and written discourse;

(b) responding specifically and constructively to a student's oral and written discourse;

(c) helping students distinguish between effective and ineffective discourse in relation to audience, purpose, context, and other relevant criteria;

(d) helping students identify and weigh facts, inferences, implications, and judgments in oral and written discourse;

(e) helping students recognize and practice the language options available and appropriate in various social, regional, and cultural environments and communicative contexts;

(9) develop the ability to help students learn to listen and read effectively for information, understanding, and pleasure;

(10) develop the ability to help students respond to, discuss, understand, analyze and evaluate all forms of print, nonprint, and nonverbal media;

(11) develop the ability to help students ask questions that elicit facts, opinions, generalizations, and judgments that are appropriate to the subject and occasion;

(12) develop the ability to design instruction that engages the intellect, imagination, and emotions of students in their thinking, listening, speaking, reading, writing, and viewing;

(13) develop the ability to use a variety of appropriate teaching methods, materials, and resources to match the students' needs, abilities, and interests with the objectives of the curriculum;

(14) develop the ability to help students increase their power to use and respond to language both creatively and responsibly. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.510 EXCEPTIONAL CHILDREN K-12 (1) Common standards applicable to all areas of special education are followed by specific standards for areas of specialization. Programs leading to K-12 certification for teachers of exceptional

children shall meet the common standards and have an emphasis in at least two of the special areas.

(2) Common standards: For the prospective teacher the program shall provide:

(a) an understanding of the types of exceptionalities among children and youth and their educational relevance;

(b) experiences in individual and group classroom management procedures appropriate to exceptional children, such as:

(i) use of diagnostic procedures to identify the exceptional child's learning difficulties;

(ii) ability to develop and implement prescriptive programs based on diagnostic findings; and

(iii) knowledge of the techniques used in behavioral control;

(c) social skills and attitudes that enable the prospective teacher to work effectively with other school personnel in coordinated programs for exceptional children;

(d) the ability to interpret the educational program to parents, teachers, administrators, and community groups;

(e) opportunities to observe institutions and facilities concerned with the education, health, and welfare of all types of exceptional children;

(f) early opportunities for supervised laboratory experiences with exceptional children as one means of determining the candidate's maturity for work with exceptional children;

(g) encouragement of student affiliation with professional groups, and an awareness of the referral agencies available for aid to exceptional children;

(h) a specific understanding of federal and state rules and regulations related to educating exceptional children;

(i) opportunities to work with groups of children and individuals within groups who have different educational needs; and

(j) opportunities to work with children who have difficult handicapping conditions.

(3) Specialized standards: The program shall require in-depth study and experience which develop competence in at least two of the following areas of concentration:

(a) Emotionally Disturbed: For the prospective teacher the program shall provide:

(i) the theoretical bases of counseling and psychotherapy with in-depth studies in emotional and social problems;

(ii) specific techniques for the diagnosis and remedy of learning problems caused by maldevelopment of personality as manifested by a variety of symptoms and problems, such as adjustment reactions of childhood, conduct disorders, neuroses, character disorders, and psychoses;

(iii) an awareness of the significant role of parents and the influence of the total environment of the pupil; and

(iv) knowledge of the results of research in the area of emotional disturbance and closely allied fields.

(b) Hearing Impaired: For the prospective teacher the

program shall:

(i) develop skills in managing pupils with speech and hearing disorders, including diagnosis and evaluation, therapeutic methods and materials;

(ii) provide study in audiometry and hearing rehabilitation, including studies in hearing problems and hearing tests;

(iii) develop skills in auditory training and speech reading, speech for the accoustically handicapped, sign language, and working with the deaf;

(iv) provide opportunities to observe procedures of diagnosis and case management by qualified clinicians;

(v) develop therapeutic skills and judgments and provide opportunities to perform therapeutic services under supervision; and

(vi) provide study of the anatomy and physiology of the auditory system and knowledge of the symptoms and diagnosis of hard-of-hearing and deafness.

(c) Mentally Retarded: For the prospective teacher the program shall:

(i) provide knowledge related to the needs of the mentally retarded, knowledge of programs and procedures for working with the mentally retarded, and professional laboratory experiences with mentally retarded children;

(ii) include studies and experiences which give the prospective teachers knowledge of the following:

(A) etiology of mental retardation;

(B) characteristics of the mentally retarded and classification and diagnosis of mental retardation;

(C) social control and adjustment of the mentally retarded;

(D) information about the educational processes of the mildly, moderately, and severely mentally retarded;

(E) interpretation of psychological tests;

(F) screening and selection of children for class placement;

(G) curriculum development, methods, materials, and special teaching techniques; and

(H) problems related to integration of mentally retarded students into general school organization;

(iii) provide knowledge of all levels of mental retardation and allow for emphasis in one or more of these levels.

(d) Orthopedically Impaired: For the prospective teacher the program shall provide:

(i) knowledge of learning environments for children who are medically defined as physically handicapped, have other health problems, or have central system disorders that place them within a definition of chronic conditions;

(ii) understanding and knowledge of the special problems and processes of assessing the physically handicapped, with emphasis on the effects of the physical handicap on the learning processes and the diagnostic procedures to be used in the teaching role; and

(iii) experiences to develop skills in curriculum development and special methodologies relative to children who may be multiply handicapped.

(e) Visually Impaired: For the prospective teacher the program shall provide:

(i) study of the anatomy and physiology of the eye and knowledge of the symptoms and diagnosis of partial vision and total loss of sight;

(ii) knowledge of local, state, and national facilities for serving the visually impaired and the blind and knowledge of the provisions available for the partially seeing child;

(iii) knowledge of common plans of organization and current facilities for serving partially seeing children, and the principles of preparation, selection, and effective use of appropriate instructional materials;

(iv) skills to solve the problems of adaptation of school environments to meet the needs of partially seeing children; and

(v) skills in using teaching methods and testing programs and interpretations applied to the special needs and capabilities of partially seeing and blind children.

(f) Specific Learning Disabilities: For the prospective teacher the program shall:

(i) provide knowledge of learning theory as well as educational psychology, orientation in psychological testing, and diagnosis and correction of learning disabilities;

(ii) require experience in the education of those with learning disabilities (such as dyslexia, perceptual handicaps, brain injury, minimal brain dysfunction, and developmental aphasia), remedial work in basic skills, reading, and in curriculum development for teaching students with learning disabilities;

(iii) provide for adequate understanding of group dynamics, interviewing, and counseling and for knowledge of community resources; and

(iv) provide professionally supervised experiences with pupils, teachers, and administrators that are properly planned and professionally supervised and of such duration to prepare the pre-teacher for work in this field. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.511 FOREIGN LANGUAGES Certificate endorsements available in Montana are French, Spanish, German, Russian, and Latin. For the prospective teacher the program shall provide:

(1) study in phonology, conversation, grammar and composition, linguistics (applied to the specific language or applied to foreign languages as a whole), literature, and culture;

(2) sufficient listening comprehension to understand most routine social conventions, conversations on school or work requirements, and discussions on concrete topics related to

particular interests and special fields of competence;

(3) the speaking ability to satisfy most work requirements, and show some ability to communicate on concrete topics relating to particular interests and special fields of competence;

(4) the ability to read with comprehension factual information in nontechnical prose, as well as concrete topics related to special interests; read for information and description; follow a sequence of events and react to that information; and separate main ideas and details in material written for the general public;

(5) the ability to write about most common topics with some precision and in some detail; write detailed resumes and summaries; take accurate notes; write social and informal business correspondence; describe and narrate personal experiences; explain simple points of view in prose discourse; and write about concrete topics relating to particular interests and special fields of competence;

(6) a working social and professional competence in cultural skills, including the ability to: participate in social situations and those within one vocation; handle unfamiliar situations with ease and sensitivity, including those involving common taboos or other controversial subjects; and comprehend most nonverbal responses, including some culture-related humor;

(7) an awareness of language as an essential element of culture, an understanding of the principle ways in which the foreign culture differs from our own, first-hand knowledge of literary masterpieces, and acquaintance with the geography, history, art, and social customs of major lands in which the language is dominant;

(8) an understanding of the differences between the sound systems, forms, and structures of the foreign language and English and the ability to apply this understanding to modern foreign language teaching;

(9) a knowledge of the present-day objectives of foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives;

(10) a knowledge of the use of special techniques, such as educational media, the relation of modern foreign language study to other curricular areas, and the ability to evaluate the professional literature of foreign language teaching;

(11) preparation of teachers of classical languages through adherence to the preceding standards, with additional emphasis on appreciation of the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-1-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.512 GUIDANCE AND COUNSELING. For the prospective counselor the program shall provide:

(1) evidence that careful screening is employed to assure

that only persons who have the potential for developing effective relationships with students, teachers, administrators, and parents are accepted as candidates;

(2) understanding of the philosophy, organization, and professional activities related to the practice of school counseling K-12;

(3) knowledge of referral agencies and other services outside the school setting;

(4) a developmental understanding of the individual, including the dynamics of human behavior;

(5) the extension of the pre-teacher's understanding of basic educational philosophies and school curriculum patterns K-12;

(6) understanding of societal forces and cultural changes, with particular reference to socio-economic, ethnic, and racial groups;

(7) competence in both elementary and secondary guidance and counseling in the following areas:

(a) interpretation of intelligence, aptitude, and interest, achievement, and personality assessment;

(b) individual and group guidance;

(c) individual and group counseling;

(d) assisting students in developing personal, social, educational, and career/life planning decision-making skills;

(e) placement and follow-up;

(f) planning, implementation, administration, and evaluation of guidance and counseling programs;

(g) performance, interpretation, and use of educational research;

(h) drug and alcohol prevention/intervention programs;

(i) computer applications in guidance and counseling; and

(j) consultation with families and professional staff;

(8) functional knowledge of special education rules and regulations and other state and federal laws as they pertain to guidance and counseling;

(9) an understanding of career development theories and processes; and

(10) supervised laboratory and practicum experiences in a school setting, including observation, practice and performance of the duties of a school counselor. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.513 HEALTH For the prospective teacher the program shall provide:

(1) knowledge of child growth and development and the social, emotional, physical and health characteristics and needs of children, including personal health, use and misuse of substances, human sexuality, nutrition, and safety;

(2) basic knowledge of the biological sciences which primarily deal with the human's quest for a healthy life, including knowledge and understanding in human physiology and

anatomy, basic body chemistry, microbiology, genetics and ecology;

(3) basic studies in the behavioral and social sciences pertinent to the study of health;

(4) an understanding of:

(a) personal health and physical fitness, including basic understanding of the body and its vital organs;

(b) community and environmental health, including sanitation and pollution;

(c) nutrition, including weight control, food fads, and diet supplements;

(d) emotional and mental health;

(e) physical, social, and emotional health hazards of drugs, alcohol, and tobacco;

(f) physical and emotional aspects of sex;

(g) communicable diseases (including venereal disease), body defenses, and immunization programs;

(h) common physical and mental exceptionalities and degenerative diseases;

(i) consumer health, including the selection of health products and professional services and the evaluation of advertising;

(j) first aid and emergency care;

(k) safety, including outdoor, water, home, industrial, and traffic; and

(l) values processes and clarification

(5) opportunities for developing, promoting, and implementing a school health environment and cooperative relationships with voluntary, community , and other health agencies. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.514 HOME ECONOMICS For the prospective teacher the program shall:

(1) provide basic information about child development and the creation and maintenance of an environment in which children and families develop and interact as individuals and family members;

(2) provide an understanding of the multiplicity of factors involved in clothing and textiles for personal and family needs;

(3) emphasize the importance of value judgments and decisions about shelters, furnishings, and equipment for individual and family needs;

(4) provide the knowledge and experience for selecting, planning, preparing, and serving that meet the nutritional needs of various individuals, families, and groups;

(5) provide knowledge and experience in individual and family resource management that meets individual and family goals at the various stages of life;

(6) provide knowledge in planning, developing, teaching,

supervising, and evaluating programs in occupational home economics;

(7) provide an opportunity for interdisciplinary and multi-agency approaches to the preparation of home economics teachers;

(8) provide study in the humanities and the social, behavioral, and natural sciences; and

(9) enable the preparing teacher to use home economics youth organizations as a means to teach leadership skills through public speaking, parliamentary procedures, and cooperative group efforts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.515 INDUSTRIAL ARTS For the prospective teacher the program shall:

(1) prepare the pre-teacher for teaching a general industrial arts course that covers the main divisions of industrial arts, and a general laboratory or shop unit in one of the main divisions of industrial arts;

(2) provide study of the philosophy, principles, and methods of industrial arts in elementary, secondary, adult, and higher education;

(3) provide a fundamental knowledge of the historical development of technology and its impact on humans and society;

(4) develop technical skills in the following:

(a) Drafting: learning activities concerned with communicating ideas or illustrations graphically;

(b) Electricity and electronics: study of technology involved in the industrial uses of electrical energy and the theory, applications, and control of electrical energy;

(c) Communications: learning activities concerned with the tools, materials, and processes used in the printing industries, including the technical aspects of printing, related occupations, management problems, and consumer/printing industry relationships;

(d) Manufacturing and construction: studies of the methods and processes used in manufacturing articles for mass consumption. These studies shall be concerned with the industry, technology, and products of materials and processes such as ceramics, crafts, metals, plastics, textiles, and woods;

(e) Power and transmission: study of the technology involved in harnessing and controlling power, including its source, generation, and transmission and the use of powered devices and vehicles;

(5) allow the student to study industrial problems, and make independent investigations of the origins and evolution of present industrial conditions;

(6) offer opportunities to design, construct, and test individual projects; and

(7) enable the preparing teacher to use industrial arts youth organizations as a means to teach leadership skills

through speech, parliamentary procedures, and cooperative group efforts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.516 JOURNALISM For the prospective teacher the program shall enable him or her to:

(1) communicate through effective writing by providing experiences in the basic skills and mechanics of the journalism profession;

(2) demonstrate different journalistic styles;

(3) interview and conduct research;

(4) stress the necessity for accuracy;

(5) develop knowledge and skills in the technical methods and tools used in journalism, such as grammar, copy reading, editing, makeup, headline writing, production process, photography, advertising copy, and design;

(6) analyze the organizational structure of the news media, showing how and why this structure has changed;

(7) develop an understanding of the functions of the American economic system as it relates to mass media (advertising, media sales, circulation, and distribution);

(8) possess a knowledge of the history and development of mass media, illustrating their technological developments and impact upon society;

(9) develop knowledge of the social responsibilities, laws, and ethics of mass media and illustrate the effects of the news media upon law and the effects of law upon the news media;

(10) develop an understanding of and appreciation for the free flow of information and the role of the news media in a democratic society;

(11) convey the news media's responsibility for comprehensive reporting of diverse economic and social environments;

(12) work effectively with public relations between the school and the community served by the school; and

(13) develop an awareness of career opportunities in journalism and the preparation required for such careers. (History: Sec. 20-2-112, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.517 LIBRARY MEDIA K-12 For the prospective library media specialist the program shall:

(1) provide a liberal arts education as stated in sub-chapter 4 (Teaching Areas: General Standards), and a professional core as stated in sub-chapter 5, section ARM 10.58.501 (Specific Standards);

(2) develop skill in selection as it relates to:

(a) developing criteria for evaluating and selecting materials and equipment;

(b) planning and implementing processes, procedures, and policies for the evaluation and selection of materials and equipment;

(c) using bibliographic aids and tools and other sources to obtain current reviews and information about materials and equipment; and

(d) developing a knowledge and understanding of literature for children and young adults;

(3) develop skill in the use of media as it relates to:

(a) teaching skills in the retrieval and use of materials and equipment;

(b) helping teachers and students identify, obtain, and adapt media to their specific needs;

(c) guiding students and teachers in reading, listening, and viewing;

(d) identifying and using community resources; and

(e) providing specific information and responses to reference requests;

(4) develop skill in the production of media as it relates to:

(a) designing and producing materials to meet stated learning objectives;

(b) operating production equipment; and

(c) producing media for specific learning objectives which use the basic principles of design;

(5) develop skill in research and evaluation of media programs as it relates to:

(a) developing plans to assess needs and evaluate the media program;

(b) applying the principles of research to improve the media program; and

(c) designing, developing, and writing proposals for funds to support the media programs;

(6) develop skill in the organization of media as it relates to:

(a) procedures for acquisition, processing, distribution, and maintenance of materials and equipment; and

(b) rules and procedures for classifying and cataloguing all print and nonprint materials;

(7) develop skill in administration, supervision, and management as it relates to:

(a) assessing the status of the media program in terms of local, state, regional, and national guidelines and establishing short- and long-range plans;

(b) initiating and developing policies and procedures for the operation of a media center;

(c) applying the principles of budgeting and management to the administration of the media program; and

(d) establishing job specifications and applying principles of personnel management;

(8) develop skill in the application of the principles of learning and teaching methods as it relates to:

(a) determining goals for the media program as an integral part of a school's educational program;

(b) participating as a member of the education team in curriculum design and the integration of media;

(c) planning activities and opportunities for increasing independence in learning;

(d) evaluating media programs as they relate to curriculum needs; and

(e) planning, using, and evaluating methods and procedures for teaching media skills in a variety of school curricula;

(9) develop skill in leadership and professionalism as it relates to:

(a) designing and using methods of interpreting media programs to teachers, students, administrators, and the community;

(b) providing the right of access to information for students and teachers within the existing legal framework;

(c) participating in local, regional, state and national professional organizations; and

(d) engaging in self-evaluation to identify needs for continuing education and professional growth; and

(10) provide opportunities for a supervised practicum that includes a wide variety of experiences in library media. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79: AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.518 MATHEMATICS For the prospective teacher the program shall:

(1) develop the pre-teacher's capacity and disposition for continued learning in mathematics, including current research in mathematics education;

(2) include studies and experiences relevant to mathematics curricula grades 5-12 and a knowledge of curriculum improvement projects;

(3) include laboratory experiences that develop competence to teach mathematics from computational to abstract levels;

(4) develop the competence to:

(a) understand mathematics prerequisite to, consistent with, and substantially beyond that which the teacher may be expected to teach;

(b) employ appropriate strategies to identify, develop, and solve problems involving mathematical concepts and principles;

(c) use number theory and algebra to analyze standard or unusual algorithms for computation with real numbers;

(d) select or develop appropriate mathematical models to solve problems in several areas of application (e.g., science, psychology, economics);

(e) identify, select, adapt, and evaluate, resource materials (such as manipulatives, games, kits, films, computer software, video tapes, periodicals, and books) that may be used to develop concepts and generate enthusiasm for mathematics;

(f) recognize and construct proofs involving mathematical concepts and principles usually taught in these grades;

(g) demonstrate the interrelationship of different branches of mathematics and describe the historical, cultural, and philosophical significance of mathematical principles;

(h) use estimation and approximation skills when appropriate;

(i) use statistical methods (organizing and tabulating data), probability, inference, and hypothesis testing to solve problems;

(j) use mathematical terms and symbols appropriate to grades 5-12;

(k) select, develop, and explain problems that require the student's use of a computer as a tool; and

(l) solve problems using a programming language on a computer. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.519 MUSIC K-12 For the prospective teacher the program shall develop:

(1) a functional knowledge of musical notation and language;

(2) aural perception in dealing with tonal and temporal relationships;

(3) an understanding of the function and interaction of the elements of music, including duration, frequency, intensity, timbre, texture, and form;

(4) the ability to use the common elements of music in both aural and visual analysis;

(5) knowledge and skills in basic conducting for choral and instrumental ensembles, score reading, rehearsal, and motivation techniques;

(6) the ability to use, arrange, transpose, and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations;

(7) the ability to guide students into creative and/or improvisational experiences and performances at both elementary and secondary levels;

(8) functional proficiency on keyboard and/or fretted instruments sufficiently advanced to use the instruments for demonstration, accompaniment, transposition, and as teaching tools;

(9) individual performance ability sufficient to assure accurate and musically expressive performance;

(10) the ability to perform in large vocal and instrumental ensembles;

(11) the ability to perform in a variety of small ensembles in their primary performance area;

(12) knowledge, understanding, and appreciation of music in contemporary and past cultures, including multicultural and world music;

(13) knowledge of the relationship of music to other arts and humanities in contemporary and past cultures;

(14) the ability to place compositions in historic and stylistic perspective;

(15) an understanding of the philosophical, emotional, social, and aesthetic aspects of music as well as the meaning and contribution music makes to individuals and to society;

(16) the ability to formulate a comprehensive music program, including curricula for a school or school system which is based upon a sound philosophy of aesthetic education;

(17) performance ability on wind, string, and percussion instruments as well as the singing voice for the purpose of developing the knowledge and skill necessary to conduct instrumental and choral ensembles;

(18) skills for teaching various vocal/choral classes, such as chorus and general music, and various types of instrumental groups through laboratory experiences;

(19) an awareness of new or recent trends and technologies in music education;

(20) knowledge of current music series for elementary education and appropriate supplementary materials;

(21) a knowledge of music literature (solo/ensemble) appropriate for general music, vocal/choral music (considering range, tessitura, and the growing and changing voice), and instrumental music with emphasis on what music to teach and how to teach it at the elementary and secondary levels;

(22) skill to promote and publicize music education programs to gain appreciation and support from the school and community;

(23) a knowledge of and skills to disseminate music career information; and

(24) the ability to plan and program musical performances and productions. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.520 PHYSICAL EDUCATION AND HEALTH K-12 For the prospective teacher the program shall:

(1) develop a knowledge of the aims and objectives of physical education in schools and the competence a teacher needs to provide learning experiences;

(2) provide study in the biological sciences for understanding the structure and function of the human body, including an understanding of the principles of human movement, human physiology and anatomy, body chemistry, microbiology, genetics, and ecology;

(3) provide understanding of skills used to observe,

analyze, prescribe, and manage student learning in a wide variety of physical activities, such as fundamental motor skills and exercises, gymnastics, individual and dual sports, team sports and games, mass games and activities, rhythms and dance, camping, and outdoor recreation;

(4) provide knowledge and skill in organizing, planning, administering, and evaluating a total physical education program. The following competencies are illustrative:

(a) relate physical education to the total education program;

(b) select, purchase, and maintain facilities, equipment and supplies;

(c) organize and administer intramural, recreational, and interscholastic programs;

(d) select and use appropriate techniques for evaluating student performance;

(e) relate principles, standards, and procedures of safety;

(f) possess techniques of good public relations in interpreting the health and physical education program;

(g) organize and administer programs for atypical students;

(h) possess knowledge of legal aspects of liability and insurance; and

(i) possess knowledge of first aid and athletic training methods and techniques;

(5) provide an understanding of:

(a) personal health and physical fitness, including a basic understanding of the body and its vital organs;

(b) community and environmental health, including sanitation and pollution;

(c) nutrition, including weight control, food fads, and diet supplements;

(d) emotional and mental health;

(e) physical, social, and emotional health hazards of drugs, alcohol, and tobacco;

(f) physical and emotional aspects of sex;

(g) communicable diseases (including venereal disease), body defenses, and immunization programs;

(h) common physical and mental exceptionalities and degenerative diseases;

(i) consumer health, including the selection of health products and professional services and the evaluation of advertising;

(j) first aid and emergency care; and

(k) safety, including outdoor, water, home, industrial, and traffic;

(6) provide knowledge to assess programs and evaluate atypical students;

(7) provide opportunity for a variety of practicum experiences in addition to student teaching early in the curriculum; and

(8) provide for student teaching opportunities on both elementary and secondary levels. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.521 READING SPECIALISTS K-12 For the prospective reading specialist the program shall provide:

(1) a planned sequence of study, including but not limited to: general background (psychology of the reading process, nature and scope of reading program), reading skills and abilities (readiness for reading at any level, word recognition skills, vocabulary development), diagnosis and remedial teaching, organization of the reading program (classroom organization, varied approaches to reading instruction), selection and use of materials, and the application of reading skills;

(2) understanding of the nature of the learner and the learning process with specific application to reading;

(3) knowledge of the techniques and materials used in reading instruction;

(4) skills to diagnose reading problems of exceptional students, including those who are bilingual, and design appropriate instruction;

(5) a supervised practicum with children and youth in developmental, corrective, and accelerated reading instruction;

(6) studies, experiences, and activities in language arts which increase knowledge and skill in relation to:

(a) development of oral and written language;

(b) communication skills, including vocabulary and concept development;

(c) effect of dialects;

(d) relationship of writing and spelling to reading; and

(e) relationship of listening to reading;

(7) knowledge and competence in:

(a) developing staff understanding and support of the reading program, and

(b) organizing, managing, and evaluating a reading program for all children; and

(8) understanding of the relationship of reading to all other subject areas, with an understanding of tactics for increasing students' reading abilities in those subject areas. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.522 SCIENCE (1) The science program may follow the subject-major pattern or the comprehensive-major pattern (General Science). It shall cover a broad base of science, including biology, chemistry, physics, physical science, and earth science, with an emphasis of at least 20 quarter credits in one field. This General Science concentration must be coupled with the equivalent of 15 quarter credits in at least

three other science areas. Curricula leading to a certificate in a discrete subject (biology, chemistry, et al) must meet section 10.58.522 (2) and the appropriate provisions (3)(a) through (3)(e) of that section.

(2) Common Standards: The program shall:

(a) enable the prospective teacher to attain:

(i) at least minimum specified levels of preparation in the processes of science common to the several disciplines;

(ii) at least minimum specified levels of preparation in the concepts and principles in several areas of science; and

(iii) a specified high level of preparation in a specialized field so that the prospective teacher is prepared to provide courses and experiences relevant to the high school curriculum in that field;

(b) provide the knowledge and experience to illustrate the cultural significance of science, to relate science and technology to social conditions, and to apply the analytical methods of science in multidisciplinary approaches to studying and solving societal problems such as the use of the environment;

(c) provide opportunities for gaining insight into the intellectual and philosophical nature of science and mathematics;

(d) develop the capacity and disposition for continued learning in science and the teaching of science subjects;

(e) provide work in areas related to the teaching subjects, with at least minimal preparation in mathematics;

(f) provide experiences related to the nature of learning, conditions that help young people learn, and the maintenance of a proper learning environment;

(g) develop the ability to select, adapt, evaluate, and use strategies and materials for teaching science or mathematics so that teaching-learning situations will be consistent with general teaching and learning methods and will be appropriate both to the special needs of the learners and to the special characteristics of the science disciplines or the interdisciplinary problem;

(h) provide emphasis on the processes used in investigating scientific phenomena and those used in communicating the findings of such investigations to other science students and to the general public;

(i) provide an awareness of the recommendations for curriculum improvement currently being made by various national scientific groups, and incorporate, as well, new teaching strategies that research demonstrates are effective;

(j) provide a program that emphasizes breadth rather than depth, including interrelationships among the sciences and the history and philosophy of science;

(k) develop competence in the use of teaching aids and laboratory equipment of all appropriate science fields;

(l) provide a knowledge of the current curriculum studies in the various science fields; and

(m) emphasize lab safety.

(3) Specialized Standards

(a) Biology. For the prospective teacher the program shall:

(i) provide study and experiences that emphasize actual living materials by using laboratory and field experiences which promote investigation, inquiry, and experimental methods;

(ii) provide knowledge of the significant biological phenomena as they appear in micro-organisms, plants and animals, and the relation of these phenomena to the broad areas of biology;

(iii) provide knowledge of the interrelationship of living organisms with their physical and biotic environments;

(iv) provide understanding of the characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution, and systematics;

(v) provide studies and experiences in areas which emphasize the relationships of biology to other sciences, such as chemistry (including introduction to organic and biochemistry), physics, paleontology, behavior, and mathematics;

(vi) provide preparation in organizing, presenting and evaluating subject matter content; and

(vii) provide laboratory skills necessary to design experiments and demonstrations for a biology classroom.

(b) Chemistry. For the prospective teacher the program shall:

(i) provide a systematic and quantitative study of the fundamental principles of chemistry, interrelated and illustrated with descriptive and historical material;

(ii) provide preparation in organizing, presenting, and evaluating subject matter content in a manner which develops the pupil's understanding of the concepts of chemistry;

(iii) provide preparation in construction of meaningful pupil learning experiences through lecture and laboratory in organic, inorganic, analytical, and physical chemistry;

(iv) provide studies and experiences which develop basic knowledge in other natural sciences and mathematics; and

(v) provide laboratory skills necessary to design experiments and demonstrations for a chemistry classroom.

(c) Earth Science. For the prospective teacher the program shall:

(i) provide preparation in mathematics and the basic sciences (biology, chemistry, and physics) and a concentration in one of the earth sciences (astronomy, geology, meteorology, and/or oceanography), with supporting work in the other three. A major in the broad field of the earth science is recommended;

(ii) provide an understanding of earth science as an interdisciplinary science that involves the study of the lithosphere, atmosphere, and hydrosphere and their relationship to human environment;

(iii) provide emphasis on field work, assuring a mastery

of technique in using the local environment as a laboratory;

(iv) provide preparation in organizing, presenting, and evaluating subject matter content; and

(v) provide laboratory skills necessary to design experiments and demonstrations for an earth science classroom.

(d) Physical Science. For the prospective teacher the program shall:

(i) provide experiences in chemistry and physics in nearly equal proportions;

(ii) provide experiences in a least three of the following disciplines: astronomy, biology, geology, meteorology, and physical geography;

(iii) develop a knowledge of mathematics;

(iv) provide laboratory experience in chemistry and physics as well as in one other science area;

(v) provide an understanding of the integration of the physical sciences and their implications for contemporary society;

(vi) develop skills in organizing, presenting, and evaluating subject matter content in ways which are optimal for learning; and

(vii) provide laboratory skills necessary to design experiments and demonstrations for a physical science classroom.

(e) Physics. For the prospective teacher the program shall:

(i) provide a systematic and quantitative study of the fundamental topics of physics, interrelated and illustrated with descriptive and historical material;

(ii) emphasize mathematical preparation concurrently with the preparation in physics;

(iii) develop skills in organizing, presenting, and evaluating subject matter content in a manner which enhances the pupil's understanding of physics;

(iv) develop knowledge of various pupil learning experiences appropriate for areas of classical and modern physics;

(v) provide studies and experiences which develop basic knowledge in biology, chemistry, and mathematics, including an introduction to differential equations; and

(vi) provide laboratory skills necessary to design experiments and demonstrations for a physics classroom. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.523 SOCIAL SCIENCE (1) The social science program may follow the subject-major pattern, or the comprehensive-major pattern. It shall embrace a broad base of social studies, including history, sociology, government, economics, psychology, and geography, with an emphasis of at least 20 quarter credits in one field. This concentration must be coupled with the equivalent of 15 quarter credits in at least three other social studies areas. Curricula leading to a certificate in a discrete subject (history, political science,

et al) must meet 10.58.523(2) and the appropriate provisions of (3) through (8) of that section.

(2) Common Standards: For the prospective teacher the program shall:

(a) develop the ability to organize learning experiences which facilitate growth in group processes and human relations skills, including:

(i) the ability to feel for others;

(ii) the ability to examine one's own feelings in the process of developing a positive self-concept;

(iii) the recognition that all human problems cannot be handled with scientific precision; and

(iv) the ability to work effectively with others as a member of a group;

(b) develop a process approach to teaching social studies which uses various structures and inquiry tools in the social science disciplines;

(c) develop the ability to organize the content of social sciences into teaching/learning sequences that:

(i) reflect meaningful factual information as a base;

(ii) arrange major concepts and data into learning sequences that help students discover the relationships between facts, concepts, and generalizations; and

(iii) organize teaching/learning strategies in a manner that lets pupils proceed from factual information to the development of theories;

(d) provide for the study of the scientific processes in teaching social studies;

(e) develop the ability to organize material in ways that maximize pupils' opportunities to make:

(i) observations that use all of the senses for data collection or awareness of problem areas, or other classroom purposes;

(ii) classifications from the observations of objects and events and their similarities and differences;

(iii) inferences about what is not directly or immediately observable and involves the evaluation and judgment of data;

(iv) hypotheses from inferences and predictions that can be tested by a proof process;

(v) reliable predictions about the consequences of a solution to a particular problem based on past observations and the nature of the event being predicted; and

(vi) tests of hypotheses by designing and using data collection procedures;

(f) provide knowledge of a variety of processes used in examining controversial and value-related issues, including those that permit examination of both affective and cognitive input;

(g) develop and demonstrate the ability to think critically and formulate a rational basis for decision-making through:

(i) application of social studies data by constructing

charts, maps, tables, graphs, and other pictorial models;

(ii) knowledge of library research skills that use current information from national repositories and clearinghouses; and

(iii) use of appropriate levels of questioning which elicit pupil response from recall through evaluation;

(h) provide understanding of the use of simulation and game techniques which enable the pre-teacher to:

(i) use simulations and games to give pupils direct experience with selected social studies concepts; and

(ii) develop a simulation game or role-playing situation for selected content.

(3) Economics: For the prospective teacher the program shall provide:

(a) knowledge of the impact of economic principles and processes in diverse economic systems;

(b) knowledge of basic economic decisions made with regard to production, consumption, and distribution;

(c) knowledge of how economic systems confront the problem of unlimited wants and limited resources;

(d) knowledge of how economic patterns within a society reflect the values and objectives of that society;

(e) study of the concept of comparative advantage and its relationship to the exchange of goods and services among developed and developing nations of the world;

(f) knowledge of the comparative economic performance of different cultural groups;

(g) knowledge of the comparative effect of production on the industrial power of different nations;

(h) the analysis of the potential standards of living among nations by examining factors of production;

(i) the examination of the concept of specialization and the resultant interdependency within and among nations;

(j) the analysis of economic fluctuations which have resulted from periods of inflation, deflation, or depression;

(k) the feelings and perceptions of people during periods of economic fluctuations;

(l) the ability to assess major value differences and resulting conflicts during periods of inflation, deflation, or depression; and

(m) the analysis of the causes of economic fluctuations and the development of policies to cope with these problems.

(4) Geography: For the prospective teacher the program shall provide:

(a) knowledge of the effects of spatial relationships, physical environments, and regionalization on the development of the human experience;

(b) knowledge of the changes affecting the nature of a locale through time;

(c) the analysis of the effects of site and situation on developing cultures and life patterns;

(d) study of reasons for different human activities in

regions of similar natural factors;

(e) study of reasons for similar human activities in regions of different environmental conditions;

(f) the ability to assess the impact of the uneven geographical distribution of humans and their pressures on the physical resources of selected areas of the world;

(g) the study of adverse conditions associated with the use of human space, including crime, slums, pollution, value systems, degeneration and deterioration, and deterioration of other physical, mental, and moral qualities;

(h) a knowledge of the earth's physical environment and its influences on the development of culture;

(i) the study of the natural environment and man's ability to alter it in a positive or negative way;

(j) the ability to analyze the physical and cultural components of a portion of the world;

(k) the analysis of current environmental problems and the roles of individuals, societal agents, and technology on developing and effecting solutions;

(l) the analysis of the use of formal and functional regions in the organization of space;

(m) the ability to use a region as a planning device for making rational use of the earth's resources through strategies and establishing priorities;

(n) the analysis of the region as a method to organize space and use regional systems for handling large amounts of diverse information; and

(o) the assessment of regional disorganization of space and factors that account for discontinuity.

(5) Government: For the prospective teacher the program shall provide:

(a) knowledge of the fact that every society has some authority structure which can be recognized as a government and has been created by the interdependence of individuals and groups within the society;

(b) the study of a society's decisions, policies, and laws as a reflection of its values, beliefs, and traditions;

(c) the study of how the political aspects of a culture interrelate with its economic, social, geographic, and environmental factors and problems;

(d) the analysis of the current political actions and attitudes of a society in relation to its history;

(e) development of the ability to critically examine government systems, not only as forms of government, but also as methods, processes, and reflections of societal convictions;

(f) the study of sources of political power and authority;

(g) the development of the ability to examine political ethics as a reflection of the moral conduct of the society as a whole;

(h) knowledge of a society's processes of conflict resolution and public policy adjudication;

(i) knowledge of how public policy evolves from competing

demands on influential groups;

(j) the analysis of the governmental structures and institutions established to protect public policy decisions and enforce them on the society at large;

(k) the development of the ability to examine the agencies created to protect the rights, liberties, and obligations of each member or group within the society; and

(l) the study of methods of interest articulation and communication as practiced by interest groups, pressure groups, and lobbies in various systems.

(6) History: For the prospective teacher the program shall provide:

(a) a knowledge of the human past as a means to understand the present and the possibilities for the future;

(b) the study of the relationship of history to the social sciences as means to explain the human experience;

(c) the study of history as a response to the eternal desire of humans to know about themselves and others;

(d) an understanding that history is concerned with societies and collective human experiences as well as individuals and their uniqueness;

(e) an understanding that continuous and unrelenting change has been a universal condition of human society throughout remembered and recorded time;

(f) an understanding that each generation tends to create and interpret history in terms of its own needs, aspirations, and points of view;

(g) a recognition that the record of the past is irremediably fragmentary, selective, and biased;

(h) knowledge that the past should be examined in light of contemporary standards, values, attitudes, and beliefs rather than exclusively by modern standards;

(i) the development of an awareness of the value dilemmas of modern times and the prospects for resolving the dilemmas;

(j) the development of an understanding of the interrelated social, cultural, political, geographical and intellectual factors that have shaped history;

(k) an understanding that multiple causation is the dominant pattern in explaining the human past and that historical events can seldom be explained in terms of a simple cause and effect relationship; and

(l) knowledge from areas of study that are important to the modern pupil and relevant to his or her needs as an intelligent being living in:

(i) Montana and the Rocky Mountain region, including knowledge of minority groups;

(ii) the United States, including knowledge of minority groups;

(iii) and as a part of a European and non-Western civilization, including knowledge of minority groups.

(7) Psychology: For the prospective teacher the program shall provide:

(a) the development of an understanding of behavior in humans and other animals;

(b) knowledge of investigative and scientific methods used in the study of behavior;

(c) an understanding of the effects of stimuli on behavior;

(d) study of how culture influences and modifies behavior; and

(e) recognition and explanation of behavior classified as deviant.

(8) Sociology: For the prospective teacher the program shall provide:

(a) the development of an awareness of various aspects of human behavior related to the fact that humans live in groups;

(b) the study of the diverse and similar patterns of human grouping in relation to specific cultural values;

(c) the recognition that every society develops a system of roles, norms, values, and sanctions to guide behavior of individuals and groups;

(d) the analysis of society's general structure in terms of values, institutions, organizations, groups, status positions, and social roles;

(e) the study of diversity and variations within a given and comparative social structure; and

(f) knowledge of how culture is adapted to serve human needs as well as how humans adapt to cultural conditions. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.524 SPEECH COMMUNICATION For the prospective teacher the program shall:

(1) develop skills and knowledge in public speaking, persuasion and argumentation, oral interpretation, interpersonal, group, and mass communication, listening, communication theory, nonverbal communication, drama, and parliamentary procedure;

(2) develop and allow for demonstration of personal proficiency in various aspects of oral communications;

(3) provide knowledge of the various personal, social and communication purposes of language, such as:

(a) social and regional language variation and

(b) manipulative uses of language, such as the rhetoric of advertising, and politics;

(4) provide knowledge of the nature of nonprint and nonverbal expression and their relationship to verbal expression;

(5) provide knowledge of the processes individuals employ to acquire, understand, and use their language;

(6) provide knowledge of the special language characteristics and speech patterns of children from infancy through grade 12;

(7) provide knowledge of diagnostic techniques, progress assessment, and prescriptions for improving pupils' formal and

informal verbal communication skills, as appropriate to situations, purposes, audiences, forms, and styles;

(8) provide knowledge to design effective instructional strategies in speech communication;

(9) develop the ability to enhance pupil awareness of the various social and cultural backgrounds and purposes of language use; and

(10) develop an understanding and respect for responsible communication as outlined in the First Amendment of the U.S. Constitution. (History: Sec. 20-2-113, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.525 TRADES AND INDUSTRY For the prospective teacher the program shall provide:

(1) vocational training and/or supervised work if the pre-teacher does not have experience in trades or industry;

(2) general education requirements in the humanities, mathematics, natural sciences, social studies, and behavioral sciences that acquaint the learner with areas of human experience to which he/she has not yet been exposed;

(3) on-the-job supervision during the first year of teaching if the new teacher has not had student teaching experience, with modifications of this rule if necessary; and

(4) skills necessary for the use of trades and industry youth organizations as a means for teaching leadership skills through speech, parliamentary procedures, and cooperative group efforts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.526 TRAFFIC EDUCATION For the prospective teacher the program shall:

(1) require that the candidate for the traffic education certificate possess a standard teacher's certificate in another area of certification;

(2) assure that the prospective teacher possesses a valid driver's license;

(3) develop an understanding of the basic principles of motor vehicle systems, dynamics, maintenance, and visual perception skills;

(4) develop an understanding of the interaction of all elements of highway transportation systems.

(5) provide opportunities for professionally supervised student teaching experiences in theory classes and behind-the-wheel situations, and provide for the demonstration of skill in motor vehicle operation and on-street instruction;

(6) provide for study of due processes in the application of laws;

(7) provide for study of the physiological and psychological influences of alcohol and drug abuse as they relate to motor vehicle operation;

(8) provide for study of the frequency, severity, nature, and trends of accident prevention which occur to particular age groups during various life activities;

(9) develop an ability to communicate effectively with appropriate agencies concerned with safety;

(10) develop an awareness of the necessity to provide pupils with positive attitudes toward safe driving as well as the required skills for safe driving;

(11) provide study of procedures and conditions for activating an emergency medical services system;

(12) develop the ability to assist pupils in examining and clarifying their beliefs, attitudes, and values as they relate to safety;

(13) provide specific knowledge of administrative procedures, practices, and policies required for organizing and operating an approved traffic education program;

(14) develop the ability to assess current trends and provide information about current materials and innovative methods in traffic materials education; and

(15) develop the ability to structure and implement driver education learning experiences and to identify and develop support materials related to:

(a) regular classroom

(b) multi-media

(c) driving simulation

(d) off-street multiple car driving range

(e) on-street.

(History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.527 TEACHING AREAS: ADDITIONAL FIELDS (1) Programs designed for teachers who hold a regular teaching certificate and desire skills in a different teaching field shall:

(a) be designed to produce skills at least equivalent to those developed by programs that have met the standards for the teaching fields outlined above; and

(b) when necessary, have laboratory experiences under the jurisdiction of the preparing institution. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 6

Curriculum Principles and Standards: Advanced Programs

10.58.601 PROGRAM PLANNING AND DEVELOPMENT

(1) A single, designated administrative unit shall be responsible for assuring the quality of post-baccalaureate programs in education. This unit shall:

(a) share aspects of this responsibility with appropriate units or committees;

(b) see that the responsibility is unified, specific, widely understood, and generally accessible;

(c) make clear provisions for communication, cooperation, and coordination among institutions operating several programs;

(d) provide information about program objectives, unique and cooperative provisions, and the means of program evaluation; and

(e) make information on program evaluation accessible.

(2) Those institutions offering both undergraduate and graduate programs shall be consistent in the programs' philosophy, principles, and objectives.

(3) The institutions shall be responsible for designing programs within the meaning and scope of teacher education objectives and within the guidelines of its governing board.

(4) The board of public education is responsible for stimulating the development of program objectives and for evolving and carrying out appropriate procedures for teacher certification.

(5) All advanced programs shall include the following:

(a) publication of specific program objectives and outlines that show how those objectives can be achieved. When two or more related objectives are served within one broad program, the provisions for achieving each shall be made clear;

(b) provisions for maintaining quality and depth of scholarship appropriate to the program objectives;

(c) a breadth of coverage that enables the preparing teacher to develop supporting and related skills and insights in addition to a major emphasis;

(d) program support from adequate staff, equipment, special facilities, including library, and any other general institutional support that maximizes the quality of each program;

(e) a program of supervised practical experience in curricula designed to develop initial competence in teaching or in an area of education specialization. This program shall develop skill in and serve as a basis for evaluating the preparing teacher's performance and recommending appropriate certification and/or a masters degree. Adequate time for both on- and off-campus experiences shall be provided to permit adaptation to individual student backgrounds and objectives; and

(f) evaluating and recommending graduate students (with reference to their special competencies in terms of specific program objectives) to the board of public education.

(6) The institution's operating controls shall guarantee the integrity of each program and shall include:

(a) an advisory system for advanced study programs which:

(i) reflects attention to individual student potential,

(ii) uses all instructional resources, and

(iii) recognizes the rapid growth of knowledge;

(b) selective admission and retention procedures to maintain a quality of students in each program;

(c) student evaluation and degree requirements to support the admission and selective retention procedures as well as maintain harmony with program objectives that are beyond general institutional requirements;

(d) program evaluation procedures to assure continued professional appraisal and improvement;

(e) residence requirements academically appropriate to the applicable program objectives; and

(f) internal provisions to give evidence of harmony between objectives and prerequisites, to the effect that they form a consistent and interrelated whole. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.602 TEACHING AREAS: ADVANCED PROGRAMS (1) Admission to such programs shall be open to persons who already hold a regular teaching certificate in a teaching field. The emphasis, in both content and rigor, should be on advanced study in that field.

(2) Learning procedures shall be appropriate to the competence of the students and their growing knowledge in the area of specialization.

(3) The content of special area programs and/or professional education shall provide:

(a) breadth in the field;

(b) the detailed study of one or more specialized aspects of the field; and

(c) access to new research and developments. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 7

Specializations: Supervisory and Administrative Programs

10.58.701 SUPERVISORS For the prospective supervisor the program shall provide:

(1) well-defined criteria for admission, including professional field work in the schools;

(2) increased understanding of the crucial and dynamic role of the school in our culture and the development of the knowledge and skills needed to focus school resources on recognized social concerns;

(3) an advanced level of preparation that emphasizes recent research and new developments in the area to be supervised;

(4) skill in understanding principles and practices in curriculum development and interpreting them to others;

(5) the understanding of learning theory and its application to the improvement of teaching;

(6) skill in school supervision, with emphasis on individual and group processes; and

(7) the acquisition of those skills deemed essential for effective supervision, including supervised experiences in schools that offer opportunities to:

(a) observe how supervisors discharge their duties;

(b) gain knowledge of essentials in successful school supervision;

(c) acquire theoretical understanding of successful supervisory practices;

(d) learn about school organization and the essentials of coordinating various aspects of the school program; and

(e) acquire supervisory competence through practice that is carefully assessed by administrative or supervisory personnel. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.702 SCHOOL PRINCIPALS (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 1985 MAR p. 1397, Eff. 9/27/85.)

10.58.703 SCHOOL SUPERINTENDENTS (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP 1985 MAR p. 1397, Eff. 9/27/85.)

10.58.704 SCHOOL PRINCIPALS AND SUPERINTENDENTS For the prospective administrator the program shall assure knowledge and skills of:

(1) Designing, implementing and evaluating a school climate improvement program which includes mutual efforts by staff and students to formulate and attain school goals. This competency shall include:

(a) human relations, organizational development, and leadership skills;

(b) collaborative goal setting and action planning;

(c) organizational and personal planning and time management;

(d) participative management, variations in staffing;

(e) climate assessment methods and skills;

(f) improving the quality of relationships among staff and students to enhance learning;

(g) multi-cultural and ethnic understanding; and

(h) group process, interpersonal communication, and motivational skills.

(2) Political theory and applying political skills in building local, state, and national support for education. This competency shall include:

(a) school/community public relations, coalition build-

ing, and related public service activities;

(b) politics of school governance and operations;

(c) political strategies to pass bond, tax, and other referenda;

(d) lobbying, negotiating, collective bargaining power, policy development, and policy maintenance skills to assure successful educational programs;

(e) communicating and projecting an articulate position for education;

(f) role and function of mass media in shaping and forming opinions; and

(g) conflict mediation and the skills to accept and cope with inherent controversies.

(3) Developing a systematic school curriculum that assures both extensive cultural enrichment activities and mastery of fundamental as well as progressively more complex skills required in advanced problem solving, creative and technological activities. This compentency shall include:

(a) planning/future methods to anticipate occupational trends and their educational implications;

(b) taxonomies of instructional objectives and validation procedures for curricular units/sequences;

(c) theories of cognitive development and the sequencing/structuring of curricula;

(d) development/application of valid and reliable performance indicators for instructional outcomes;

(e) use of computers and other technologies as instructional aids; and

(f) development/use of available cultural resources.

(4) Planning and implementing an instructional management system which includes learning objectives, curriculum design, and instructional strategies and techniques that encourage high levels of achievement. This competency shall include:

(a) curriculum design and instructional delivery strategies;

(b) instructional and motivational psychology;

(c) alternative methods of monitoring and evaluating student achievement;

(d) management of change to enhance the mastery of educational goals;

(e) applications of computer management to the instructional program;

(f) use of instructional time and resources; and

(g) cost effectiveness and program budgeting.

(5) Designing staff development and evaluation systems to enhance effectiveness of educational personnel. This competency shall include:

(a) system and staff needs assessment to identify areas for concentrated staff development and resource allocation for new personnel;

(b) use of system and staff evaluation data in personnel policy and decision making;

(c) appraisal of the effectiveness of staff development programming as it affects professional performance;

(d) using clinical supervision as a staff improvement and evaluation strategy; and

(e) assessment of individual and institutional sources of stress and development of methods for reducing that stress.

(8) Allocating human, material, and financial resources to efficiently, and in an accountable manner, assure successful student learning. This competency shall include:

(a) facilities planning, maintenance, and operation;

(b) financial planning and cash flow management;

(c) personnel administration;

(d) pupil personnel services and categorical programs;

(e) legal concepts, regulations, and codes for school operation; and

(f) analytical techniques of management.

(7) Conducting research and using research findings in decision making to improve long-range planning, school operations, and student learning. This competency shall include:

(a) research designs and methods including gathering, analyzing and interpreting data;

(b) descriptive and inferential statistics;

(c) evaluation and planning models and methods; and

(d) selection, administration, and interpretation of evaluation instruments. (History: Sec. 20-2-114 MCA; IMP, Sec. 20-2-121 MCA; NEW, 1985 MAR p. 1397, Eff. 9/27/ 85.)

Rules 10.58.704 through 10.58.706 Reserved

10.58.707 SCHOOL PSYCHOLOGISTS For the prospective school psychologist the advanced program shall:

(1) apply specific criteria requiring subjective and objective data for admission to the school psychology program

(2) provide specific criteria for evaluation of candidates to ensure that they possess the personal characteristics and academic competencies appropriate to the requirements of their future roles as practicing school psychologists;

(3) implement a well-defined plan for evaluating the school psychologists it prepares and use the results in its program;

(4) provide full-time faculty who have a doctorate degree

in psychology or education or related disciplines or have training and experience deemed equivalent. At least one faculty member shall possess a doctorate with advanced study in school psychology and experience as a school psychologist. Part-time faculty shall meet the requirements for full-time faculty and shall be employed only when they can make special contributions to the school psychology program;

(5) ensure that faculty members who teach laboratory and clinical practicums and supervise school psychologist interns shall have ongoing involvement with elementary and secondary schools;

(6) ensure that the department responsible for the school psychologist training program has a cooperative relationship with other departments in the educational and behavioral sciences;

(7) include specific school psychologist certification requirements for Montana;

(8) allow students to develop appropriate knowledge of the organization, administration, and operation of the elementary and secondary schools, the major roles of public school personnel, and curriculum development at all grade levels;

(9) allow training school psychologists to develop competencies in consultation, counseling, psychoeducational assessment, report writing, individual and group prescriptive procedures, and the use of applied research techniques and ethical decision-making; and

(10) provide substantial participation in laboratory and clinical practicums. A significant portion of the practicum experiences shall be in schools. (History: Sec. 20-2-121, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 8

Innovative and Experimental Programs

10.58.801 TYPES OF PROGRAMS (1) Innovative and experimental programs include but are not necessarily limited to the following:

(a) New Approaches: programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel.

(b) New Positions: programs designed to prepare school personnel for new types of positions that are emerging in modern education.

(c) Special Needs: programs designed to meet the special needs of particular segments of society.

(d) Specific Curricular Areas: programs designed for specific curricular areas for which recognized standards have not yet been developed. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.802 STANDARDS FOR APPROVAL (1) The institution shall provide a clear statement justifying the request for the approval of an experimental or innovative program. That statement shall include the program's assumptions, rationale, and objectives.

(2) Each program shall:

(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:

(i) be prepared cooperatively by the agencies concerned with teacher education;

(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and

(iii) be available in writing;

(b) include a clear statement of the competencies teachers need in this area. This statement of competencies shall:

(i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;

(ii) be based on the program's statement of objectives outlined in subsection (2)(a) above; and

(iii) be available in writing;

(c) include a description of the process used to prepare personnel;

(d) develop provisions for keeping records of the students' progress in the program;

(e) make arrangements for systematic and scheduled program review by both the institution and the office of public instruction;

(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the board of public education;

(g) include a timetable setting forth:

(i) the program's beginning and ending dates;

(ii) the sequence of activities that will occur;

(iii) selection and schedules of intervals for competency and program evaluations;

(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the superintendent of public instruction;

(h) ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall:

(i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported;

(ii) give information that identifies areas in the program that need strengthening;

(iii) be used to suggest new directions for program development.

(3) The preparing institution shall be responsible for the administration of the program. Within this responsibility it shall establish and designate the appropriate division, school, college or department within the institution to act on all matters relating to such program, according to general institutional policies. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 9

Standards for Approving Competency-Based or Performance-Based Programs

10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS (1) These standards apply to all competency-based and performance-based teacher education programs. For each program, the institution shall:

(a) develop and adopt an explicit statement of "program exit" competencies that relate to the entry-level professional role. These competencies must include all of the criteria implicit in the general standards (Sub-Chapter 4) and specific standards (Sub-Chapter 5);

(b) provide a program design that:

(i) relates the competencies (cited in (a) above) to modules, subcourses, or courses;

(ii) lists the learning activities involved; and

(iii) specifies the assessment techniques used to verify the attainment of these competencies;

(c) formally assess follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment shall be considered in program development; and

(d) use an on-site evaluation team, designated by the board of public education, to determine the institution's performance in the development and verification of a candidate's role competency and in the collection and use of follow-up data. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

NEXT PAGE IS 10-929

PROCEDURES MANUAL
for
MONTANA TEACHER EDUCATION STANDARDS

STATE OF MONTANA
BOARD OF PUBLIC EDUCATION
33 South Last Chance Gulch
Helena, Montana 59620

Sarah Listerud
James Graham
Ted Hazelbaker
Thomas A. Thompson
Harriett Meloy
Arthur Schauer

These procedures have been adopted by the Board of Public Education and are administered by the Office of Public Instruction.

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I. INTRODUCTION

Article 10, Section 9, of the 1972 Montana Constitution established the Board of Regents of Higher Education and the Board of Public Education. The Board of Regents of Higher Education has the power, responsibility and authority to supervise, coordinate, manage and control the Montana University System. The Board of Public Education exercises general supervision over the state's public school system and is further authorized under state law to create and establish a system of teacher certification. This teacher certification system has historically operated on the basis of "program approval." This means that all teacher training programs in an institution which lead to teacher certification must be approved. However, approvals in the past have been informal and have not been subjected to a state review.

In April 1979, the Board of Public Education adopted standards for the approval of teacher education programs. These standards were developed so that Montana would be eligible to participate in interstate agreements for reciprocal exchange of teacher certification and in response to a growing interest in the training of instructional personnel. They are based on the Standards for Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) as well as standards from several other states, modified and amended to accommodate the needs of Montana.

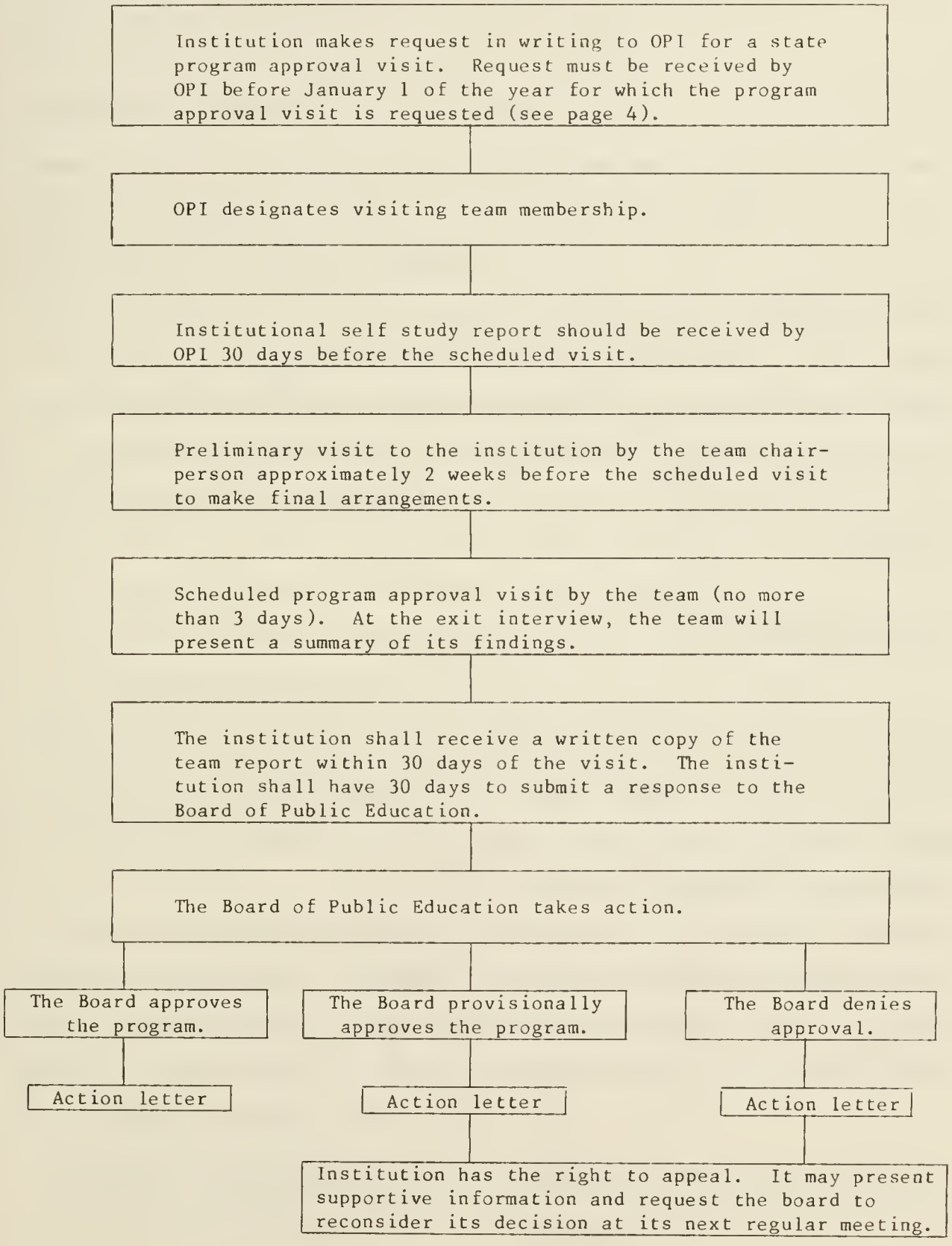
This procedural guide was developed to implement the standards and support an effective system of teacher preparation. It was written with the cooperation of many Montana educators, and it is intended to contribute to the improvement and growth of existing teacher education programs in Montana. The review of teacher education programs conducted under these standards and procedures will ensure that prospective teachers have completed an approved training program

before they enter the teaching profession. The standards and procedures will be amended periodically to reflect modern concepts in teacher education and to relate those concepts to the needs of Montana schools.

The Board of Public Education hopes that participation will be undertaken as a professional responsibility. Expenses involved in the visits must be borne by the participating institutions, educational organizations, school districts and individual team members who play an active role in the support of teacher education.

The following chart shows the process for approving teacher education programs in Montana.

Process for State Approval of Teacher Education Leading to Interstate Reciprocity of Teacher Certification


Institution makes request in writing to OPI for a state program approval visit. Request must be received by OPI before January 1 of the year for which the program approval visit is requested (see page 4).
OPI designates visiting team membership.
Institutional self study report should be received by OPI 30 days before the scheduled visit.
Preliminary visit to the institution by the team chairperson approximately 2 weeks before the scheduled visit to make final arrangements.
Scheduled program approval visit by the team (no more than 3 days). At the exit interview, the team will present a summary of its findings.
The institution shall receive a written copy of the team report within 30 days of the visit. The institution shall have 30 days to submit a response to the Board of Public Education.
The Board of Public Education takes action.
The Board approves the program.
The Board provisionally approves the program.
The Board denies approval.
Action letter
Action letter
Action letter
Institution has the right to appeal. It may present supportive information and request the board to reconsider its decision at its next regular meeting.

II. APPLICATION FOR A VISIT

When an institution wishes to have its programs reviewed by an on-site visit, its Dean of Education will indicate by letter the approximate dates desired for the visit, and will list specific programs to be reviewed on a Program Review Request form (see Appendix A). This information will be forwarded to the Director of Teacher Education, Certification and Staff Development at the Office of Public Instruction (OPI) by January 1 preceding the academic year the visit will occur. OPI will acknowledge the request in a letter indicating the length of the visit (not to exceed three days). The letter will also propose a list of professionals to serve on the visiting team and a team chairperson. The institution has the right to refuse any individual proposed by OPI. If individuals are refused, OPI will name replacements to complete the team. An Institutional Report form will then be forwarded to the institution for completion.

III. INSTITUTIONAL REPORT

The institution will receive a printed Institutional Report form that lists every teacher education program standard. The institution will complete the center section of this form. (Pages may be attached if additional space is needed.) Examples of the printed standards, the institutional response, and the visiting team's action are in Appendix B.

When the institution has completed its part of the Institutional Report, it shall forward to the Director of Teacher Education, Certification and Staff Development at OPI enough copies for all team members, plus one additional copy for OPI. In all cases, these copies should arrive at least 30 days before the scheduled visit. In addition, the institution will send enough copies of its catalog for each team member and additional information it feels is necessary.

OPI will send the Institutional Report, the college catalog and any other pertinent information to the visiting team members for their review prior to the visit.

IV. SELECTION AND MEMBERSHIP OF VISITING TEAM

OPI will give the institution a list of professionals proposed to serve on the visiting team and as team chairperson.

A. Team members are selected from a bank of professionals who have been trained by OPI in approval visits. Each has a minimum of five years of teaching experience. These professionals were recommended by major education organizations, the Commissioner of Higher Education, the Board of Public Education and OPI.

B. From this bank, OPI will select visiting team members whose expertise reflects programs to be reviewed at the institution.

C. OPI will attempt to ensure that the majority of visiting team members are certified personnel.

The institution will be given a vita for each team member. These vitae will be returned to the Director of Teacher Education, Certification and Staff Development at OPI. The institution has the responsibility to review the list of proposed team members and the opportunity to refuse any member. If a member is challenged, that information must be communicated to OPI within 10 days after receiving the list of proposed team members. If no challenge is made, the Board of Public Education will officially designate the team by letters to each member. At that time, OPI will send the team chairperson a list of team members and a professional vita for each.

The Director of Teacher Education, Certification and Staff Development and the team chairperson will meet to assign each member responsibilities during the

visit. Team members shall be notified of their specific responsibilities by a letter from the team chairperson. A copy of all correspondence concerning the visit will be given to the Director of Teacher Education, Certification and Staff Development.

V. PROFESSIONAL RESPONSIBILITY OF VISITING TEAM MEMBERS

Members shall participate in all team deliberations and activities. Before the official release of visit findings, they shall treat all matters confidentially and shall honor and support all consensus decisions of the team.

VI. INSTRUCTIONS FOR TEAM MEMBERS

A. Pre-Visit Activities

The work of the visiting team can be reduced significantly if some responsibilities are completed before the on-site visit. Thus, each team member is requested to:

1. thoroughly review the Institutional Report;
2. review the institution's catalog and compare it with the report;
3. complete any specific responsibilities assigned by the team chairperson; and
4. direct any questions to the team chairperson (not the institution) before the on-site visit.

B. On-Site Activities

The primary purpose of the team's on-site visit is to validate the Institutional Report, thoroughly evaluate the programs requested for

review, and recommend an approval status. As part of this effort, the team chairperson will assign specific responsibilities to each team member. Team members may be expected to:

1. conduct interviews with faculty, students, administrators and graduates;
2. validate the Institutional Report by crosschecking institutional records, including student transcripts, personnel files, advisor files, etc.;
3. travel to nearby locations to interview cooperating teachers and school administrators; and
4. participate in the exit interview with the team chairperson.

During the on-site visit, team members will keep a schedule. In all instances, they should be as unobtrusive as possible while collecting data. The team will make decisions by consensus, and the team chairperson will resolve any conflicts. Each team member must provide a rough draft of his/her findings on assigned standards before leaving the institution.

C. Team Chairperson

1. Introduction

The team chairperson is the most crucial person in the review process. He/she will coordinate all phases of the approval visit and team report; be responsible for seeing that the team report is written and sent to OPI; assign writing tasks, if necessary; and edit the final team report from rough drafts completed before the team leaves the campus. (Having rough drafts at that time allows

team members to know what has been written and what the principal findings are, and it provides an opportunity for reaching consensus on important aspects. The team chairperson then prepares the final report from these rough drafts.) It probably will not be possible to have the whole team approve the report after it has been written in final form.

2. Responsibilities of the Team Chairperson

   a. Visit the campus approximately two weeks before the scheduled visit (see process outline chart on page 3) to confer with institution officials on the details of the visit and the nature and scope of its teacher education program.

   b. Either at this visit or through correspondence with institution officials, make arrangements for housing, meals, transportation, clerical help, typewriters, committee headquarters room, conference room for evening meetings, etc.

   c. Correspond with team members to arrange an initial meeting on the evening preceding the first day of the visit. (Note: Team members will be expected to devote the entire visitation period to evaluation activities. Team members are encouraged to notify the Dean of Education of their approximate arrival time and whether any special transportation is required. Copies of such correspondence should be sent to the team chairperson.)

   d. Make tentative assignments and notify team members of these assignments. This encourages team members to give special attention to the sections of the Institutional Report for which they are specifically responsible. The importance of a

careful reading of the entire report before coming to the campus should be stressed. Urge team members to list items to be verified, questions to be raised, persons to visit, records to be examined, etc.

3. Orientation Meeting With College Administrative Personnel

Either on the evening before the visit or on the morning of the first day, a meeting between the team and administrative personnel should be held. At this meeting the following business items can be covered:

a. Agree on arrangement for meals, transportation, etc. Extended entertainment should be declined.

b. Clarify the team's function to the college officials.

c. Have college officials briefly orient the team to special features of their teacher education program.

d. Agree on general procedures for conducting the visit. This can include arranging a tentative schedule for meeting with committees, administrators, faculty, students and with cooperating school teachers and principals.

e. Confirm locations of meeting rooms, clerical help, materials, etc.

4. Team Organization Meeting

Either before or after the orientation meeting with college personnel, it will be necessary to hold an organization meeting with the team to:

a. Review and modify as necessary assignments sent by mail. Team assignments should match the expertise of team members. Each team member will have a primary responsibility but will

also have some supporting assignments, depending on the scope of the offerings, team size and particular areas of competence among team members.

b. Ensure that team members arrange to interview as many local faculty members as possible. (Local faculty may be disappointed if they spent time preparing for the visit but are not contacted.)

c. Review the schedule of conferences with committees and individuals, including the final exit meeting; arrange meetings with students and cooperating local school officials; and arrange for joint meetings if two or more team members are to visit the same person or group. The entire team might also meet with certain college committees, such as curriculum committees or graduate councils. Designate a person to preside at these meetings.

d. Arrange for times when the entire team will meet as a group to discuss progress. Early observations and notes may be reviewed. If observations made by one team member relate to an area that is the primary responsibility of another team member, appropriate notes should be shared with or given to that person. There should also be a meeting of team members at the end of each day. Indicate to the team members that reports of findings and observations will be expected beginning at the first evening meeting. Reports will, of course, be tentative at this time. However, also stress that the final report is to be a <u>team report</u>.

e. Team members should avoid remarking on how good or how poor

the program is as they interview local faculty, students or administrators. Neither should they suggest whether or not they feel the program will or will not be approved. The job of team members is to obtain information which will be used to make final recommendations as to whether standards have been met. They should not appear as protagonists, but neither should they be sidetracked.

f. Make sure that someone interviews the college president, chief academic officer, dean, librarian, elementary and secondary school personnel, chairpersons of teacher education and college committees and students.

g. Stress the importance of having good evidence for assertions that are made.

5. During the Visit

a. Arrange an early conference with the Dean of Education and the college president.

b. Preside at general team meetings and designate someone to preside at other meetings with committees, etc.

c. Make team members aware of supplementary material placed in the team conference room.

d. Be sure that the person responsible for preparing the sections dealing with student personnel and faculty knows the location of materials such as transcripts, student records, course syllabi, placement information, etc.

e. Keep a record of all persons and groups interviewed.

f. Suggest that team members eat lunch and/or go for coffee with local faculty members. Informal meetings and brief visits

with students may also be useful.

g. Allow an hour, preferably just before lunch on the final day, for a team meeting. At this time, final reports on sections not previously presented should be made. Final agreement should be reached about the procedure for presenting major findings at the exit meeting.

h. Preside at the final exit meeting with local representatives. The purposes of this meeting are to apprise the institution of any standards which, in the team's estimation, have not been met and to specify program strengths and weaknesses. It also allows time for comments from local faculty. Recommendations about approval or nonapproval will not be made at the exit meeting. Debate between the team and local representatives should be avoided. The exit meeting gives the college officials a final opportunity to point out what they might consider to be errors or omissions in the team report. The team does not decide whether programs shall or shall not be approved. It should be clearly stated that the team report is a recommendation to the Board of Public Education, which makes the ultimate decision.

VII. PREPARATION OF VISITING TEAM REPORT

The visiting team's final report is one of the most important parts of the review process. If the team does not clearly communicate its findings and evaluations to the Board of Public Education, the board may not be able to make reasonable and just decisions about program approval.

Members of visiting teams should carefully read the instructions in this

section before participating in a visit.

A. General Directions

1. Completion of the report is the responsibility of the team chairperson, although he/she may assign the writing of particular sections to individual team members. The chairperson is responsible for editing the final document and making certain that it is complete, accurate and consistent in style.

2. Forms will be provided for the visiting team's narrative response to each standard (see Appendix C). The final draft should be double-spaced, except in those instances where writing style dictates single spacing.

3. The report should be completed in duplicate; one copy is kept by the team chairperson and the other is mailed to the Director of Teacher Education, Certification and Staff Development at OPI within 20 days after the conclusion of the visit. The latter will make and distribute copies to the members of the Board of Public Education, the Executive Secretary to the Board and the institution visited. The institution will then have 30 days to respond before the approval of its programs is placed on the board's agenda for action.

B. Specific Instructions

1. In the right-hand column of the Institutional Report (see Appendix B), there is a space for the visiting team to check whether or not each standard is met. Individual team members are urged to check the appropriate space on their copy of the report. Once team consensus has been reached, the team chairperson will check the appropriate response on the final copy, which will then be sub-

mitted as part of the team report.

2. In the space provided for the narrative response, the visiting team is asked to respond to the following subheadings for each standard (see Appendix C):

   a. Validating Statements - Indicate whether the information in the Institutional Report was found to be correct. Look for errors of omission, such as instances in which the institution neglected to report some information relevant to a particular standard. Also look for errors in presentation, such as errors in writing or emphasis which may lead team members to an incorrect evaluation. For example, institutions may make assertions of quality but without documentation. It is the team's responsibility to give a true picture of what the institution is doing to meet a particular standard and to correct the information in the Institutional Report where necessary.

   b. Sources of Evidence - Indicate the sources of information used as the basis for validation and evaluation. Include individuals and groups interviewed, documents reviewed (e.g., catalogs, brochures, minutes) and records inspected (e.g., faculty vitae, student transcripts).

   c. Evaluation - If the institution meets the standard, a simple statement to that effect is sufficient. However, if the team felt that an institution was meeting a standard in a superior manner, this should be noted. If a standard was checked as not being met in the first part of the team report, it should be noted in this section as a weakness and accompanied by

reasons for the team judgment. If the standard was being met but the institution has a problem in the program or procedures required to meet it, this also should be identified as a weakness. Care should be taken that any comments made by the team in this section are adequately documented and not presented as unsupported assertions which may reflect biases of team members.

d. Recommendation for Approval, Provisional Approval or Nonapproval - The program review process is directed toward approval of specific teacher education programs (e.g., art K-12, elementary education, etc.). Program approval is contingent upon the institution's ability to provide acceptable professional education programs and to present a program in the subject area which meets the standards. Thus, after each standard (10.58.303 through 10.58.707), the team must recommend that the program should be approved, should not be approved, or should be provisionally approved.

Please note that the team's recommendation relative to standards 10.58.303 and 10.58.501 will affect the approval of all programs. For example, if the team recommends provisional approval of standard 10.58.303 (professional education), all subject area programs would be recommended for provisional approval even if they met all of the specific standards for each teaching area. If provisional approval is recommended, the team should specify what must be done by the institution to qualify for full approval and should establish a compliance schedule.

VIII. APPROVAL PROCEDURES AND FOLLOW-UP

The institution shall receive a copy of the visiting team's final written report within thirty (30) days of the visit. The institution, if it so chooses, then has thirty (30) days to submit a response for consideration by the Board of Public Education before program approval for that institution is placed on the board's agenda. The board shall receive copies of the team report and the institution's reply, if any, before it takes action. The team chairperson or designee shall be present at the board meeting at which action is taken. In all instances, a representative of the institution may be present.

The final decision on approval of teacher education programs rests with the Board of Public Education. If the board does not approve a program, the institution may present additional information pertinent to the matter and request that the board reconsider its decision at its next regular meeting.

In each instance where a teaching area or field of specialization is recommended for provisional approval, the visiting team shall recommend steps the institution may take to receive approval, as well as stipulate the length of provisional status. The Board of Public Education shall have final authority to determine what must be done to change from provisional approval to approval status.

IX. JOINT VISITS

The institution is responsible for notifying and coordinating simultaneous joint visits of national/regional accrediting associations and the state review team. The Director of Teacher Education, Certification and Staff Development at OPI will cooperate with the institution in planning the pre-visit activities for the state. If a joint visit of a national/regional accrediting association and

the state is to occur, each reviewing agency's institutional report forms must be completed. In planning for joint visits in the areas of general education, professional education, facilities and personnel, where the standards are substantially the same between a national/regional accrediting agency and the state, the review will be conducted by team members of the national/regional association; the state will not hold an extensive review of these sections. If a particular state standard requires additional information, it must be checked by the state visiting team. Generally, the acceptance and the review of the national/regional accrediting team will be used as a basis to satisfy the state standards in the general areas outlined above.

The representatives of state associations and agencies that would normally serve on the national/regional accrediting team as observers will be functioning members of the state team. With the chairperson of the state team, they have the responsibility of ensuring that the standards are validated by the national/regional accrediting team. If a conflict occurs between the perceptions of the state team and the national/regional team regarding whether or not a standard has been met, the conflict must be resolved by each separate team based on its own consensus.

It is possible that an institution will be approved by one agency but not by the other. These teams have equal standing and equal responsibility to accomplish their separate missions. If an institution desires a state visit after it has had a national or a regional visit within one year, the national/regional report in the areas of general and professional education, facilities and personnel will be accepted by the state. In such cases, the national/regional report will be randomly checked for accuracy in relation to a state visit. Any state standard that calls for additional criteria must be addressed beyond national or regional acceptance in the Institutional Report.

X. NEW PROGRAMS

Before certification is considered, an institution with a new program must have formal authorization to offer such a program from the administrative board charged with this responsibility. In addition, the institution must have its new program reviewed or authorized in accordance with Board of Public Education policy 10.57.102(2).

In most cases, OPI will review a new program by meeting with the Dean of Education and the institution's program representative to ensure that the program is equivalent to other state authorized certification programs in the same area. Board of Public Education Administrative Rule 10.58.801 will be used as a guide in the meeting(s).

The Superintendent of Public Instruction will make a recommendation to the Board of Public Education. If the recommendation is for approval, the new program can only be provisional until it has graduated students and had a formal team visit.

APPENDIX A

PROGRAM REVIEW REQUEST FORM

(SAMPLE)

PROGRAM REVIEW REQUEST FORM

(To be completed and returned to the Office of Public Instruction)
The information on this report form will be used by OPI to determine the composition of the visiting program review team.

_____
Date

Name of Institution _____

Name and Title of Person Completing This Form _____

_____

Directions: Return the completed form to OPI within 30 days of its receipt.

Please indicate the programs in teacher education (showing degree levels at which each program is offered) for which program review is being requested.

	BACHELOR'S	MASTER'S	DOCTORATE	OTHER
1. Agriculture				
2. Art K-12				
3. Business Education				
4. Business Education with Shorthand - Secretarial Occupations				
5. Distributive Education				
6. Drama				
7. Elementary				
8. English				
9. Exceptional Children K-12				
a) emotionally disturbed				
b) hearing impaired				
c) mentally retarded				
d) orthopedically impaired				
e) visually impaired				
f) specific learning disability				

	BACHELOR'S	MASTER'S	DOCTORATE	OTHER
10. French				
11. Spanish				
12. German				
13. Russian				
14. Latin				
15. Guidance & Counseling K-12				
16. Health				
17. Home Economics				
18. Industrial Arts				
19. Journalism				
20. Library K-12				
21. Mathematics				
22. Music K-12				
23. Physical Education and Health K-12				
24. Reading Specialist K-12				
25. General Science				
26. Biology				
27. Chemistry				
28. Earth Science				
29. Physical Science				
30. Physics				
31. Social Science				
32. Economics				
33. Geography				
34. Government				
35. History				

	BACHELOR'S	MASTER'S	DOCTORATE	OTHER
36. Psychology				
37. Sociology				
38. Speech Communications				
39. Trades and Industry				
40. Traffic Education				
41. Supervisors				
42. School Principals				
43. School Superintendents				
44. School Psychologists				
45. Innovative & Experimental Programs				
Other Programs:				

APPENDIX B

INSTITUTIONAL REPORT

(SAMPLES)

Subchapter 3 - CURRICULUM PRINCIPLES AND STANDARDS: BASIC PROGRAMS

Standards	To Be Completed By The Institution	To Be Completed By The Visiting Team	
		Met	Not Met
301 CURRICULUM PLANNING AND DEVELOPMENT (1) A designated administrative unit at the preparing institution shall coordinate responsibilities for ongoing curriculum development, evaluation, and revision, and for student advisement and program guidance. This unit shall recommend students to the office of public instruction for certification approval.			

Standards	To Be Completed By The Institution	To Be Completed By The Visiting Team	
301 continued		Met	Not Met
(2) The development of curricula for the various teacher education programs shall enlist the cooperation and participation of representatives of: (a) the public schools (b) college and university teachers in fields related to the area of public school specialization (c) the office of public instruction (d) professional associations (e) professional committees and commissions and (f) teacher education students			

Subchapter 3 - CURRICULUM PRINCIPLES AND STANDARDS: BASIC PROGRAMS

Standards	To Be Completed By The Institution	To Be Completed By The Visiting Team	
		Met	Not Met
301 CURRICULUM DEVELOPMENT, PLANNING AND PATTERNS (1) A designated administrative unit at the preparing institution shall coordinate responsibilities for ongoing curriculum development, evaluation, and revision, and for student advisement and program guidance. This unit shall recommend students to the office of public instruction for certification approval.	(1) General responsiblity of the College of Education. Specific responsibility of curriculum development in teacher education is found in the 40-member university Teacher Education Committee. Minutes of meetings reflect 26 curriculum issues addressed during the past school year. The College of Education has required an orientation of new staff members. Part of this orientation stresses advisement of students. Agenda of the orientation available in the Dean of Education's office. In addition, the College of Education has a unit for Teacher Certification that also advises all teacher candidates and recommends them for certification. Job descriptions available in Dean of Education's office.		

Standards	To Be Completed By The Institution	To Be Completed By The Visiting Team	
301 continued		Met	Not Met
(2) The development of curricula for the various teacher education programs shall enlist the cooperation and participation of representatives of: (a) the public shool (b) college and university teachers in fields related to the area of public school specialization (c) the office of public instruction (d) professional associations (e) professional committees and commissions and (f) teacher education students.	(2) The University Teacher Education Committee has sought involvement and participation of the following: (a) Members of local school district serve on committee. Survey sent from committee to 540 school districts. (Results available in March 1979 minutes.) (b) 40-member University Teacher Education committee, 6 members of public education advisory committees, 4 members served on Northwest evaluations of public schools. (c) Participation in OPI meetings (6 last year in areas of accreditation, certification, library, special education, math and reading). Cooperated in workshops on gifted and talented new administrators, and county superintendents (d) 18 members of University Teacher Education Committee have membership in MEA or AFT. Hosted meeting of MEA committee on teacher centers. (e) Three members of faculty serve on Certification Review Panel, one member on Title I Advisory Board, and one member on Vo-Ed Advisory Board. (f) The University Teacher Education Committee recently expanded its membership to include 4 members in teacher education. (See minutes of January 1979.)		

Standards	To Be Completed By The Institution	To Be Completed By The Visiting Team	
		Met	Not Met
301 CURRICULUM DEVELOPMENT, PLANNING AND PATTERNS (1) A designated administrative unit at the preparing institution shall coordinate responsibilities for ongoing curriculum development, evaluation, and revision, and for student advisement and program guidance. This unit shall recommend students to the office of public instruction for certification approval.	(1) General responsibility of the College of Education. Specific responsibility of curriculum development in teacher education is found in the 40-member university Teacher Education Committee. Minutes of meetings reflect 26 curriculum issues addressed during the past school year. The College of Education has required an orientation of new staff members. Part of this orientation stresses advisement of students. Agenda of the orientation available in the Dean of Education's office. In addition, the College of Education has a unit for Teacher Certification that also advises all teacher candidates and recommends them for certification. Job descriptions available in Dean of Education's office.	✓	

Standards	To Be Completed By The Institution	To Be Completed By The Visiting Team	
301 continued		Met	Not Met
(2) The development of curricula for the various teacher education programs shall enlist the cooperation and participation of representatives of: (a) the public schools (b) college and university teachers in fields related to the area of public school specialization (c) the office of public instruction (d) professional associations (e) professional committees and commissions and (f) teacher education students	(2) The University Teacher Education Committee has sought involvement and participation of the following: (a) Members of local school district serve on committee. Survey sent from committee to 540 school districts. (Results available in March 1979 minutes.) (b) 40-member University Teacher Education committee, 6 members of public education advisory committee, 4 members served on Northwest evaluations of public schools. (c) Participation in OPI meetings (6 last year in areas of accreditation, certification, library, special education, math and reading). Cooperated in workshops on gifted and talented, new administrators, and county superintendents. (d) 18 members of University Teacher Education Committee have membership in MEA or AFT. Hosted meeting of MEA committee on teacher centers. (e) Three members of faculty serve on Certification Review Panel, one member on Title I Advisory Board, and one member on Vo-Ed Advisory Board. (f) The University Teacher Education Committee recently expanded its membership to include 4 members in teacher education. (See minutes of January 1979.)	✓ ✓ ✓ ✓ ✓	✓

APPENDIX C

VISITING TEAM REPORT

(SAMPLE)

NARRATIVE RESPONSE OF THE VISITING TEAM

(SAMPLE REPORT)

Standard 10.58.301

a. Validating statement: The Institutional Report is incomplete.

b. Minutes of the Council for Academic Affairs and the Council on Teacher Education, interviews with students, faculty and alumni.

c. The membership of students on the Council for Academic Affairs and the Council on Teacher Education as reported by the institution was validated. However, student cooperation and participation seemed to be informal and not working effectively (see minutes of committee and report of students). A lack of student involvement in program development and decision-making was noted and viewed by the team as a definite weakness. The team found that students had a number of suggestions about improvement, but that they did not feel they were able to present their requests so that they could be acted upon.

d. Recommend approval. Efforts should be made to assure active student involvement.

APPENDIX D

QUESTIONS AND ANSWERS

QUESTIONS & ANSWERS

Question - Who pays the cost of a college visit?

Answer - Travel and per diem expenses for a visiting team member are paid by the individual or by the school district, college, program organization or state agency which he/she represents.

Question - If a college program is not approved, will the graduates of that program be certified?

Answer - No, they will not. A college's programs will either be approved for certification or, if they do not meet the standards, not approved. If an institution's program is not approved, its graduates will not be certified in Montana.

Question - If a college requests a review of only a few of its subject matter fields, what about those programs that are not reviewed?

Answer - Programs that are not reviewed are considered in Montana on the same basis as they were originally reviewed and approved. If the program has not been approved under the current cycle, it will be treated as a "new" program under Section X (see page 17).

Question - Some programs may not have been sanctioned for majors or minors by the proper administrative board. Suddenly it is discovered that a few people have graduated from these programs--will they be accepted for certification?

Answer - No, they will not.

Question - A student graduates from a nonapproved teacher education program at a college which has not participated in the state review process. He/she is certified in Montana, teaches several years, and then goes to another state. How

would he/she be considered for certification in that state?

Answer - That person would be considered on an individual basis. Consideration would be given to several years of demonstrated successful teaching experience.

Question - If a person enters an approved program and the program is subsequently not approved, what happens to the student's certification eligibility?

Answer - Since these reviews occur every five years, those people who enter an approved professional education program (usually after the sophomore year) would be extended the privilege of certification even though the program was subsequently given nonapproval status.

Question - What will be the nature of reports made to other states concerning a program's approval status?

Answer - Montana will report that a program: 1) meets national association guidelines only; 2) meets state standards only; or 3) meets both national association guidelines and state standards.